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ABSTRACT

A model is presented which is intended to serve as a reference and provide guidelines for the establishment of community based vocational guidance and counseling programs in West Virginia. The first of six sections identifies and expands four components of the program: self-understanding, decision making, environmental awareness, and job enhancement skill development. Section 2 presents competencies necessary for a person to successfully function as a community agent. Six organization and management functions and ten provision-of-service functions are formulated in the third section. The fourth section discusses the interagency cooperation required for success of the entire model, noting personnel and responsibilities of public schools, vocational-technical schools, colleges, rehabilitative services, federal program, social and service organizations, employer and business groups, etc. A discussion of expected programs for the respective target populations (elementary, secondary, postsecondary, out-of-school youth, adult education, and other adult programs) is presented in section 5. The final section develops the summarized community career and vocational guidance model. The appendices include (1) explanations for the use and interpretation of the overview charts and their relationship to the model and (2) implementation strategies for the model. (LRA)

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ED174776

THE COMPREHENSIVE COMMUNITY CAREER AND VOCATIONAL GUIDANCE AND COUNSELING MODEL

Prepared for:

The West Virginia Department of Education

January 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE COMPREHENSIVE COMMUNITY CAREER AND VOCATIONAL GUIDANCE AND COUNSELING MODEL

Before pursuing the development of this model, one must realize that the overall model is based upon adequate resources, both personnel and monetary, and cooperative efforts by the participating agencies. The recommended structure and suggested services in the model are not intended to be impossible to attain but neither will be entirely implementable for all communities. However, the model is practical, adaptible and refrains from being grandiose. Hopefully, those persons guided by this plan will share these observations. One additional point: This model plan is considered a realistic design for the comprehensive community program and may be altered to better meet the needs of the various populations.

THE PROVISION OF CAREER AND VOCATIONAL

GUIDANCE AND COUNSELING SERVICES

The provision of career and vocational guidance and counseling services by a counselor is not a new phenomenon. In fact, the school counseling profession was seeded in the field of vocational education by Frank Parsons, considered the founder of organized school counseling, in 1909. This concept of providing students with assistance in choosing and preparing for a career has continued through the present.

The earliest periods of vocational guidance stressed the identification of an individual's traits through questionnaires and interviews then matching them with an occupation that required those particular characteristics through "true reasoning" or counseling, ultimately resulting in a meaningful choice. Parsons' work centered around the matching principle but a limitation to this early formula was the assumption that an individual's traits and occupational requirements were constants. At that time, knowledge about human behavior, testing and measurement, psychological analysis and the predicting of individual's success in occupational tasks was in the beginning stages.

Another important consideration was the rapid expansion of the technological era. This led to the creation of entirely new occupations while contributing to the obsolescense of innumerable others. This great expansion, the urbanization of the country, the growth of industrial and service related occupations and the endless stream of mechanization resulted in the development of a multifaceted career, one which may cause the "average worker to change occupations between five and six times during the working lifetime" according to current statistics. Apparently, matching people and jobs like so many pieces of a large puzzle is no longer adequate nor feasible.

The task at hand is to refine the basic foundation of Parsons' concepts and broaden the scope so that an individual is prepared not only to perform a task best suited to one's abilities, interests and talents but also provide the medium through which adaptations are possible as one's perceptions and values change. The restatement of this idea has been endorsed by Super, advanced by Herr, and proposes that vocational guidance must rest upon the intent to facilitate self-attitudes and considered value sets, which free the individual to acquire task relevant skills and permit an individual to choose with purpose and pursue with commitment the opportunities available to an individual.

Conclusions to be drawn from these stated positions support the notion of expanded career and vocational guidance and counseling programs. Stressed throughout career development theories is the inadequacy of solely providing career information to an individual. An important component of the career development process, self-understanding, especially in the domains of values and perceptions, demands additional emphasis so that better decisions may be derived from the available information. The cornerstone of a career and vocational guidance program is the advancement of self-understanding, with significant contributions from information services, decision making processes, interpersonal and job enhancement skills.* The ultimate goals appear to be not the matching of personal characteristics with job requirements but the development of an individual as a person, capable of choosing and preparing for a career. As much as possible, a career and vocational guidance and counseling program must be structured in a

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* "Job Enhancement Skills" refer to job seeking and job retention skills throughout this model. These skills are similar to those identified as job and/or occupational survival skills in current literature and related materials. The project staff considered the terms "job survival" or "occupational survival" as denoting a negative rather than a positive experience for clients; thus, the substitution of the term "Job Enhancement Skills."

rather than remedial manner. The program may be considered as a systematic approach to stimulate and nurture individual growth and career involvement.

In order to satisfactorily address the population's needs, educational and remedial service agencies must be totally committed to providing appropriate services. A concerted effort directed at the institution of a developmental comprehensive program, staffed and administered jointly by all related agencies, serves as the foundation on which to diversify and expand the present services. More efficient organization and application of existing resources contributes to the establishment, staffing and administration of a comprehensive career and vocational guidance and counseling program.

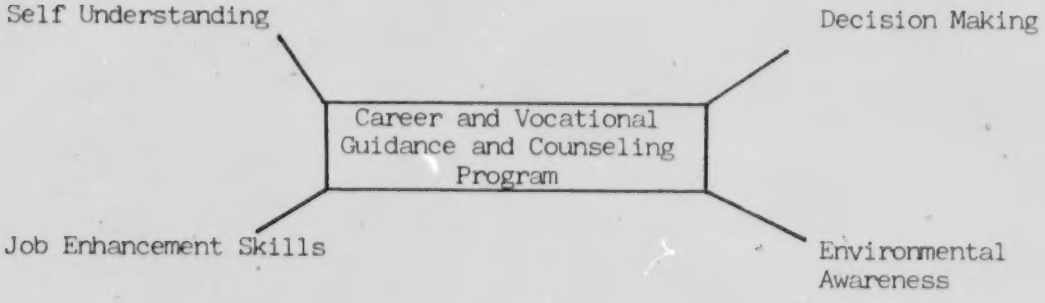
What exactly should the program entail? What services are desirable? Who will provide these services? Who will manage and evaluate the services? That is the purpose of this document, to identify areas of importance and develop a model which serves as a reference and provides guidelines for the establishment of state and local career and vocational guidance and counseling programs. The model consists of a number of sections which identify and expand career and vocational guidance and counseling program components; proposes programatic functions; develops the concept of interagency cooperation; presents the individual population programs; and, supplies the summarized and expanded program model for implementation purposes. The process now begins.

THE PROGRAM COMPONENTS

The program components section identifies and expands four areas on which the career and vocational guidance and counseling program is built. The areas include self-understanding, decision making, environmental awareness and job enhancement skill development. Persons familiar with counseling, guidance and career development will recognize and understand the importance of the components, individually and as a whole. Persons unfamiliar with the counseling, guidance and career development will acquire a better feel for the importance and need for the components in the formulation of a successful program.

IDENTIFICATION OF PROGRAM COMPONENTS

The comprehensive career and vocational guidance and counseling program is structured upon four components. For the most part, the counseling profession has been assigned the task of providing these as an additional but not an integrated part of education. However, as the model continues to unfurl and expand, the need for more than counselors to be involved with career and vocational guidance and counseling will be presented and justified. Further, the contribution of the community to this process will also be explained as education and community agencies combine efforts to provide the necessary resources for the implementation of the recommended model. The final outcome will be a developmental systematic program which will be available and applicable to all residents.



These are the identified components of the areas contained in the program goal statement for West Virginia counselors. Although the program components appear very broad, when career and vocational guidance and counseling becomes the major concern, parameters may be established. For instance, self understanding is important for more than selecting an occupation so any activities which increase self understanding will be beneficial to the overall career development process.

The same may be said for decision making skills. The better a person understands the steps involved, the more appropriate the decision should be. In the area of career and vocational guidance and counseling, the decision making process is the important link between self-understanding and ultimate career planning and selection.

In order to make a career selection, however, a person must be aware of the careers that are avilable. This entails the provision of information about the world of work. The quality and availability of information to which one has access contributes enormously to the improved decision making process. Materials such as training requirements, working conditions, potential for advancement, monetary rewards, lifestyle considerations, market trends, and present and future employment opportunities are only a few of the important considerations when choosing an occupation.

Further, once a decision is reached, how-to skills become important. The how-to's are contained within the interpersonal skills. Communication, getting along, responsibility, respect for others, and cooperation are aspects of employment which must be recognized. Not only are these interpersonal skills necessary but equally important are job enhancement skills such as interviewing, application procedures, appearance, where to look, use of agencies and similar activities relating to how to obtain and retain a job. Combining these separate areas into an interrelated process is encompassed within a career and vocational guidance and counseling program.

At the hub of these services belong the counselors. Although not alone in providing every service to every person, trained professional, counselors assist in the development, coordination and implementation of a program specifically geared to career and vocational guidance and counseling. Counseling, coordinating and consulting are areas in which

counselors are trained so the application of present skills to career and vocational guidance and counseling is an extension of the perceived counselor role. However, assistance must come from administrators, staff, the clientele, community members, business and industry less the plan remain only a good model rather than a functional proposition.

The next step is to develop the program around the previously identified areas of self-understanding, decision making, environmental awareness and job enhancement skills. Further evolution of the career and vocational guidance and counseling model occurs after the individual components are discussed in a more detailed manner.

DISCUSSION OF PROGRAM COMPONENTS

In order for an individual to be prepared to make a career decision, self understanding - that is, knowledge pertaining to values, interests, abilities, perceptions, ambitions and the effects of these on career choice - must be developed. Although the ability to measure these areas in self-understanding is greatly improved from 20 years ago, the process remains at best an inexact measure. Yet, increasing the awareness of an individual about the self must be included in the career and vocational guidance and counseling model.

The program assists the individual in the search for self understanding. The ideal program in career and vocational guidance and counseling must necessarily be longitudinal, that is, extending over a long period of time, to be effective. The program services must also be available to all community residents. Services include self concept development; individual and group counseling; assessment, testing, and result interpretation; value identification and clarification; identification of interests; evaluation of abilities and aptitudes; and, the relationship of self awareness to the career development of the individual.

Counseling is considered an appropriate method of realizing the goal of self understanding. Counseling, as defined by Gilbert Wrenn, is a dynamic and purposeful relationship between two or more people in which procedures vary with the clients' needs, but in which there is always mutual participation by the counselor and the client with focus on self determination and action by the client.

Career and vocational counseling is related to this definition with some qualifications. It cannot be viewed in a narrowly defined sense; consequently, a broader interpretation is appropriate. According to Brammar and Shostrom, vocational counseling can be a process of confirming

a choice already made; a process of clarifying vocational objectives; and, allowing counselees to discover facts about themselves and the world of work. Whether this process be in the form of group or individual counseling, the integration of information and development and implementation of the self concept must occur for effective vocational counseling to occur, a belief supported by the work of Super.

The main responsibility of the program appears to be the provision of opportunity for these processes to occur. In school, the program must provide and coordinate these activities. An important consideration is that career development occurs from early in life, and delaying the initiation of a program may provide less effective and meaningful activities and experiences for the clients. Self-concept development begins from birth and according to Super's research, poor self concept development interfers significantly with vocational development. An in-school program provides the medium to stimulate positive self concept development for all clients. Again, the emphasis is on the developmental rather than therapeutic or remedial approach to career and vocational guidance and counseling.

A positive self-concept in itself is an insufficient impetus for career development and selection. Additional information provided through tests of aptitude, achievement, interest and personality; school grades; hobbies; work experience; family influences and expressed attitudes are significant contributors. The program may accomodate all phases of the information collection process.

The information collection begins with the selection of accurate, reliable and appropriate measurement devices. As important as the selection of instruments and methods is interpretation of the results. Obtained results are not exact and the strengths as well as the deficiencies of the

collected data must be explained. School performance is easily obtainable from grades, teacher reports and personal observations. The combination of a variety of data provides information regarding the clients' ability to perform career related activities; however, the danger here surfaces when the results constantly discourage individuals and are considered permanent indicators of abilities, interests and aspirations. The data should be ulilized to allow for a panoramic not restrictive view of career options to develop.

The program is involved in the process of self-understanding. Professionals possessing the skills necessary to assist another person in self-exploration and evaluation are available. For career and vocational services, this self-concept development process is pivotal. Ignoring this aspect will undermine efforts in the other components of career and vocational guidance and counseling. Group, and in some instances, individual counseling, must be employed on a regular basis under the direction of qualified personnel. Not only will this allow for increased contact with the clientele but also provide a medium for the infusion of decision making activities, information services and interpersonal and job enhancement skill development.

Related program activities include:

1. Establishment of a group counseling program which includes all students. Groups should provide extensive contact with career development on a regular basis. Career and vocational guidance related activities should be the focal point. A certified, trained counselor is necessary to perform this counseling function.

2. Administration of appropriate measurement instruments. These include aptitude, achievement, interest, and career maturity batteries. Educators, paraprofessionals, students and counselors can perform these functions.

3. Assistance with value clarification. Counselors, educators ministers, students and parents can contribute.

4. Interpretation of assessment instrument results. A person trained in this area is most beneficial.

5. Direction of individual case history compilations by group members. In or out of class activities can be incorporated.

6. World of work experiences designed to expand personal understanding and awareness of self and work environments. The employment community may actively participate.

The self awareness phase of the program is built upon the availability of these activities. Again, emphasis on self understanding will allow for the synthesis of the other components to occur in a more realistic and effective manner.

The program implies that decisions will have to be made by the individuals. Consequently, the development of decision making skills must be included in an effective career and vocational guidance and counseling program. Decision making skills allow an individual to collect and understand derived information, formulate plans, implement the plans and evaluate activity outcomes. Decision making occurs for every action, and the more exposure a person has to the process, the probability increases that a satisfactory choice will be made. For the purposes of this program, only the application of career related decision making will be presented.

Career theoriticians stress the relationship between self-concept and information. One may assume that the way one feels about oneself will affect information that is considered relevant. For instance, a person who feels unable or unqualified to perform a certain function will more often than not avoid participation. In career choice, a person lacking characteristics or attitudes necessary to competently function in a career will be dissatisfied and frustrated. The choice will be viewed as wrong or bad. Decision making skills will decrease but not exclude the possibility of an errant choice.

The program personnel work extensively in the areas of self understanding and decision making. After these processes are fairly well developed through exposure, exploration, and practice, occupational information may be introduced. The selection of a career by an individual demands the matching of the perceived characteristics with an occupation that can be related to the self whether one be embarking on a first career, in the midst of mid-career change or on the threshold of post retirement employement. Determination and selection of acceptable careers and alternatives is the eventual outcome.

Extensive, accurate occupational information enables a person to make a better choice. The program provides accessible and current information services. Imparting knowledge on available jobs, skill requirements, occupational trends, availability of training, financial aide, experiential opportunities, working conditions, employer expectations, and the relationship between education and work is included in the career and occupational resource center. The program personnel are not able to know all things about the world of work but do teach the individual to acquire information and process the data. Rather than assuming sole responsibility for imparting career and occupational information, the program attempts to develop the individual's skills and organize career materials and information so that a person may perform private exploration.

The final component in this model, the interpersonal skills segment, more specifically, job enhancement skills, warrants attention. The job enhancement skills component of the career and vocational guidance and counseling program is closely related to environmental awareness. Rather than stress information pertaining to a particular career, job enhancement skills are job seeking and retention skills necessary to succeed in the world

of work. Facilitation of the job enhancement skills is important because career development is more than attaining a specific set of skills for a particular occupation. These job enhancement skills will provide flexibility within and across a large number of occupations.

The job enhancement skills include getting along with others, communication techniques, interviewing, completion and submission of job applications, resume development, respect for authority, responsibility, pride in work, deligence, punctuality and cooperation with team members. This is a sampling of the basic skills believed important to job survival.

All program personnel assist with coordinating and developing related activities which provide exposure to and address the four components within the proposed career and vocational guidance and counseling model. Creating an awareness of and providing the resources for educational and community agency personnel to assimilate these components within existing programs is a viable function of the model and a boon to career and vocational guidance and counseling programs.

CAREER AND VOCATIONAL GUIDANCE AND COUNSELING COMPETENCIES

Competencies necessary for a person to successfully function as a community agent are identified and explained. While not altogether feasible for one person to be totally competent in each of the areas, a person serving as the agent must be familiar with these competencies. The competencies are outgrowths of the four components of the career and vocational guidance and counseling program previously presented.

DISCUSSION OF COMPETENCIES

The ideal community agent performing career and vocational guidance and counseling services must be a multitalented and highly proficient professional. The agent needs to work with individuals of various age, ability, maturity, economic, educational, social and experience levels. The diversity of the clientele and the complexity of the subject matter suggests that the agent be well versed in both the theoretical and practical aspects of career and vocational development and guidance, with strong interpersonal, assessment, placement and evaluative skills.

The role of the agent is contained within the four identified components of the model. These are self-understanding, decision making, environmental awareness and interpersonal skills (job enhancement skills). While it is possible to become versed in all phases of the model and perform every function at a high level of competence, the extensive training and experience requirements would drastically reduce the availability of qualified agents. However, if a community agent would be expected to provide all services to all people, expertise in the following areas are recommended.

The first requirement would be a strong background in human and career development theories. This would include exposure to and understanding of Freudian, behavioral, Gestalt, humanistic and developmental psychology. The ability to apply these theories to individual clients would be a necessity. A lack of familiarity with the psychological aspects of counseling may limit the effectiveness of the agent.

The need to acquire career development process knowledge is also evident for satisfactory provision of services. This entails familiarity with the theories expounded by Roe, Super, Tiedermann, Ginzberg, Herr, Holland,

Crites, Hoyt and other established career oriented researchers. The administration and interpretation of reliable career assessment instruments for the appropriate age level should also be an integral part of career counseling process. An agent lacking in these skills is unprepared to provide adequate service to individuals.

The premise for a strong theoretical background is the increased flexibility an agent would have in working with the various populations. Failure to acquire and assimilate such knowledge limits the agent to little more than a test administrator and sounding board. While the agent need not be a theoretician in order to effectively counsel. this theoretical background is imperative and beneficial to both the agent and the respective clients.

The provision of career information is another important role of the agent. Three functions of the agent related to this activity are: 1) the selection of appropriate career materials for the target population; 2) the consultative skills necessary to assist teachers, administrators, community agency personnel, paraprofessionals, and counselors in the integration of this information into the teaching-counseling process, and 3) the training of individuals in the use of these materials for personal career exploration.

The agent needs to be involved in the review and selection of materials. Important considerations include the type of material; the technicality of the information; the comprehension level of the population; the freedom from stereotypic portrayals of occupations; the age of the material; and the cost factors. There is little sense in obtaining adult level information for elementary school children; however, basic explanations of occupations

can be utilized by all populations. Also, stereotypic descriptions limit choice for certain populations which is an antithesis for providing career and vocational guidance services. The appropriateness of the selected materials will influence the utilization and relevance of the available information.

The incorporation of the material into existing services, especially in the schools, is an important agent function. In order to provide service to all persons, the agent requires assistance. Assisting other persons involved in education and career related services with the development and inclusion of career information in their activities is recommended. The agent should be skilled in assisting with the development of packages which are applicable to the target population and related to the subject material. For instance, journalism careers may be introduced in an English class; maintainence careers may be presented in a trade school class; the purpose being to expand the awareness of the clientele as to the options within or related to certain knowledge and skills.

Imparting knowledge to individuals on the presonal use of career materials is imperative. Where to find pertinent information, use of developed instruments such as the Dictionary of Occupational Titles, assisting persons with development of skills necessary to use the available information will allow for a person to assume responsibility for acquiring data. This teaching process enables the agent to facilitate rather than dictate the selection of career interests and specific occupations.

The administration and interpretation of existing career assessment instruments also belongs to the agent. Interest inventories, aptitude and ability measures, career maturity devices are incorporated to provide better data to an individual for the decision making process. Again, the

agent needs to emphasize the generality of the measurement devices and the use of the acquired results as an aid not as the determiner of occupational and career choice. The data is valuable and the agent's responsibility is to encourage proper understanding and application of the results by the clients.

The next area of competency lies in the field of individual and group counseling. The community agent needs to be proficient in both methods in order to be as effective as possible. The heart of the program is realistic career planning and is the ultimate goal of career and vocational guidance and counseling. Development of a career plan by an individual assumes that self-understanding, adequate viable information and decision making skills are present. Facilitation and consultation appear to be the responsibilities of the agent in this instance as the individual attempts to blend the information with self perceptions, values and aspirations.

The development of the plan implies that decision making occurs. Awareness of processes and skills related to decision making by the clientele is essential to the formulation of satisfactory and realistic plans. The agent assumes that role of a teacher and consultant, developing and introducing activities which enables decision making techniques to be understood and practiced within group and individual guidance and counseling sessions and strategies for inclusion of these activities in non-counseling situations. The additional task of the agent is the training of support personnel in the use of these activities.

Another identified competency is the provision of job placement services. This entails more than listing available jobs and requirements for the population being served. The implications of this service include

not only the matching aspect of job placement but also the development of job enhancement skills - i.e. those skills necessary for an individual to independently seek, acquire and maintain employment. The agent not only identifies these skills but also coordinates a concerted effort to introduce these skills through guidance and counseling activities, classroom infusion, seminars, workshops, printed and audio-visual materials. The purpose of these skills is to allow an individual to develop mobility within an occupation or career, expanding the employment opportunities and options for the person.

The next competency is one which is receiving ever increasing publicity and importance. The identification and understanding of the unique career development needs of special groups such as women, minorities, handicapped, educationally disadvantaged and adults must be an integral part of the agent's repetoire. The emphasis on the egalitarian aspect of society and increased effort to alleviate discriminatory practices will increase agent contact with these populations. In order to provide adequate services for all, the community center agent must be available to and possess the knowledge and skills to work with these underserviced populations. Failure to provide the necessary services reduces the effectiveness of the community agent and the availability of services to all residents.

In relation to the concern with special needs groups is the attempt to reduce the influence of racism and sexism and the stereotypes associated with them in the world of work. The limitation of career options because of these influences, although diminishing, remains prevalent. While the agent may inform the public of these practices and the wastefulness of the continuation of such policies, direct impact may occur during individual and group guidance and counseling, selection of career information and

development of career plans. Fostering traditional role identifications when capability to perform a job or enter a career is unrelated to race or sex is an injustice. Helping persons to escape the negative influences of societal stereotyping will enable a person to consider previously disregarded career aspirations.

Another aspect of career and vocational guidance and counseling is the impact of careers on life style and leisure activities. Rather than limiting career information to job requirements, necessary skills and availability of work to name a few, the exploration of leisure interests and activities and the importance of these activities must be considered. While work per se is an integral part of life, so too is the time not related to work. Failure to blend work and leisure can contribute much to eventual career disenchantment. The agent attempts to allow for identification of relaxation preferences throughout the career and vocational guidance and counseling program through self exploration activities and information services.

One of the most important competencies for an agent to possess is that of a consultant. As a coordinator of the program, the ability to train assistants capable of providing indirect and direct career guidance and counseling services is related to the development of consultation strategies and skills. These trained assistants may be especially valuable in the development of career information services, job enhancement and decision making skills and placement services. Adequate, informed helpers increase the availability of these services beyond those who have access to a full-time agent. Inclusion of these persons suggests a team effort rather than assigning all career development activities to a limited number of trained agents.

The ability of the agent to develop and implement programs will exert

great influence over the effectiveness of career and vocational guidance and counseling services. The basic model which addresses self understanding, decision making, job enhancement and career information acquisition and application skills demands that an agent possesses skills in program development. Adaptation, implementation and evaluation skills are additional aspects an agent must be well versed in. The consultation competency looms ever larger when one considers that educational and community agency settings will be the locations of these services. Acceptance and cooperation by the staff and administrators will determine the eventual availability and success of the program.

A final competency is familiarity with state and federal legislation that may influence development and implementation of career and vocational guidance and counseling programs. Funds are necessary to develop and implement the program and the source and amount of money will determine the expansiveness and life of the program. Reality dictates that, even with unlimited funds, the ability to obtain these funds is a valuable skill. Acquisition of legislative knowledge and skills may be included in the agent's repetoire since this person is considered a major provider of these services.

The agent in the community center is a master of much. One is a theoretician and practioner of such theory; program developer, implementor, and evaluator; a counselor for individuals and groups; able to relate to any age, sex race, be one handicapped or non-handicapped, disadvantaged or unskilled and uncertain; capable of providing methods of information about an individual or a career; one with job placement skills and the ability to teach job enhancement skills; a champion of equality for all; a teacher of assistants; and, a consultant to educational and community

related agencies in addition to parents, students, clients, administrators and other agents.

The community agent description is based on the competencies adopted by the Association of Counselor Educators and Supervisors of the American Personnel and Guidance Association. The committee suggested that the competencies apply to agents who provide guidance and counseling services regardless of the location of employment. This model attempts to incorporate and build upon these suggested competencies in order to be consistent with the opinion of the leaders in the career and vocational guidance and counseling field.

PROGRAM FUNCTIONS

Sixteen functions have been identified and formulated to provide a comprehensive community based career and vocational guidance and counseling program. The functions are broken into two groups; six organization and management functions and ten provision of service functions.

PRESENTATION OF PROGRAM FUNCTIONS

Sixteen functions have been identified in order that the formulation of the comprehensive model plan will accomplish what it has been created to do: to provide developmental, systematic and sequential program of career and vocational guidance for use by West Virginia residents. According to Webster, a function is "the action for which a person or thing is specially fitted or used or for which a thing exists". In this instance, the individual program functions exist so that a comprehensive career and vocational guidance and counseling program will result from their combination into a whole.

The structured career and vocational guidance and counseling model can be separated into two components. The separation is drawn along the line of program service provision to clients and program organization and management. Ten functions are primarily concerned with the provision of services and experiences necessary in a comprehensive career and vocational guidance and counseling program; the remaining six deal with the organization and management of the said program.

The program functions themselves are necessarily interrelated. Similar competencies may be identified throughout the various functions. The development of the suggested competencies for one program function prepares one for performance of other functions. Specific competencies which are important to the individual functions are included.

For the most part, the functions are stated in broad terminology. This occurs so that the program remains flexible and applicable across the scope of the program. Activities related to the functions can be designed to establish parameters as to the impact of the individual functions

on the overall program. Certain situations may demand that some aspect of the overall program receive extra attention while others may not be so important. As a result of the structure, the adaptation of the program may occur without deviating from the goal of the model. Thus, the model may truly serve as a guide and framework for the institution of the program within the diverse West Virginia communities, allowing for variations without affecting the quality or value of the career and vocational guidance and counseling program and related services.

The functions were outgrowths of literature review and task force sessions. They attempt to reflect accepted career and vocational guidance practices and expand these to include persons from kindergarten through post retirement. Although considerable overlap does occur between functions, each is considered an integral yet independent segment of the overall model design. A program built upon the foundation should attempt to include each function to the extent that a need exists and resources are available. Tailoring of community programs from this core of functions should result in practical and effective career and vocational guidance and counseling services, strategies and systems.

The six functions which constitute the organization and management component of the model contribute to the provision of a comprehensive career and vocational guidance and counseling program with shared responsibility for the structure of the program. The functions are:

1) To design and implement a system of interagency communication and cooperation which coordinates the delivery of career and vocational guidance and counseling programs.

2) To develop an awareness of the importance of career and vocational guidance, counseling and education throughout educational and community personnel.

3) To provide consultative services to counselors, educators, parents, administrators, paraprofessionals, community members and others involved with the delivery and maintenance of career and vocational guidance and counseling programs.

4) To develop a system of training opportunities and experiences to foster and upgrade the skills of professionals and paraprofessionals involved in the delivery of the career and vocational guidance and counseling program.

5) To design and incorporate evaluative methods to determine the effectiveness of the career and vocational guidance and counseling program.

6) To understand the impact of state and federal legislative and educational policy on the career and vocational guidance and counseling program.

The expanded organizational and management functions may be found in Appendix A.

The ten functions which constitute the service component of the model contribute to the provision of comprehensive career and vocational guidance and counseling services which are developmental, sequential and systematic in their structure. The functions are:

1) To develop a career and vocational guidance and counseling program geared to the maturational, educational, socio-economic and cultural level of the clientele to be served.

2) To facilitate self-understanding in each individual client.

3) To select, organize and provide realistic, comprehensive, current, non-stereotypic career information and resource materials and facilities.

4) To develop and implement strategies for the integration of career information within the teaching-counseling processes.

5) To select, administer, and interpret appropriate career assessment instruments in the areas of aptitude, achievement, interest and career maturity.

6) To develop decision making processes and implement programs designed to facilitate career decision making for clients served by the program.

7) To provide individual and group guidance and counseling sessions in career planning.

8) To provide job placement services and facilitate development of job enhancement skills necessary to seek, acquire and maintain employment.

9) To identify the unique career development needs of special client groups and provide programs to assist in the acquisition of skills and knowledge necessary to satisfy these needs.

10) To assist clients in the identification of lifestyle and leisure activities and the impact of career development and selection on life roles.

The expanded provision of service functions may be found in Appendix B.

INTERAGENCY COOPERATION

The provision of career and vocational guidance and counseling services to West Virginia residents is dependent upon the cooperative efforts of the involved agencies. While reference to the need for cooperation is found throughout the model, the definition is yet to be provided. This section is included to clarify the meaning of interagency cooperation and the immense impact on the success of the entire model.

IDENTIFICATION OF PROGRAM CONTRIBUTORS

Having delineated the programmatic functions to be included in the model, the next phase is to identify the personnel needed to perform those functions. In order to provide the suggested services, educational personnel, community service agencies, businesspersons, community youth groups, church affiliated programs, federally funded community based programs and the community members at large must participate if the plan is to be effective. While the educational system and the various types of counselors can be active, total responsibility for provision of personnel, facilities, resources and funding is shared with the community.

Community involvement and support is a prerequisite for optimal effectiveness. While the schools provide career and vocational guidance and counseling services to students, the availability of these school services to the general public is almost nonexistent. A cooperative effort between the various agencies which do employ counselors - that is, schools, employment security, vocational rehabilitation, vocational and technical schools, community colleges, four year colleges, private counseling firms, CETA programs, YEDTP projects, MANPOWER Agencies - provides a solid foundation for the program.

Although the direct counseling services can be performed by currently employed or trained counselors and is beneficial for the integration of all four components of the model (which incidentally are basic to the counseling profession) many of the related services may be assumed by non-counselors. Incorporation of non-counselors would alleviate some of the demands on counselors, freeing them to devote more time to counseling related activities. A prime example is the use of occupational information.

While the counselor performs an integral service in the selection of these materials, paraprofessionals could be used to staff and provide assistance at a career resource center. Another instance is the administration of various career assessment instruments. Again, the counselor needs to review and select appropriate materials but the actual administration could very easily be assigned to a teacher or social worker.

Further cooperation might include value clarification exercises in Sunday school classes; interviewing do's and don't's from a company representative; field trips to local industry by the Scouts or 4-H clubs; question and answer sessions with community leaders; a shadow plan whereby students are assigned to a worker for a day and report to the class on the activities. The possibilities are incalcuable and are limited only by the willingness of program participants to cooperate and experiment.

Although the career and vocational guidance and counseling program is an integral part of a comprehensive career education program, a well developed guidance and counseling program may exist on its own merits. As with the career education program, career and vocational guidance and counseling must be controlled and administered at the local level if success and eventual survival of the program is to occur. This allows for communities to tailor individual programs best suited to their populations, needs and local industry. The process also enables communities and the educational and other service agencies to establish better communication channels which results in allocation of resources in the identified areas of need. Another advantage is the increased resource pool from which to provide services. Finally, the community acquires direct ownership and accepts responsibility for the provision of adequate services.

The following listing identifies the various agencies which may contribute personnel, time, facilities, or monies to the program. Even though not all communities have an extensive community agency system, there are a variety of agencies which undoubtably are accessible to the community at large.

AGENCY	PERSONNEL	RESPONSIBILITY
Public & Private Traditional Schools K-12	Administrators Counselors Teachers Clerical Staff	Develop a developmental career and vocational program which includes all students.
Public Vocational Technical Schools and Centers	Administrators Counselors Educators Clerical Staff	Provide opportunity for upper level students to learn a trade; develop job enhancement skills; provide placement services; adult education programs.
College or Universities	Counselors Professors Career Specialist Placement Coordinator	Placement, test administration; employment opportunities for graduates; courses and seminars in self understanding, mid career change, etc.
Employment Security	Administrators Counselors	A network of part-time employment opportunities in various occupations; assist with information system development.
Vocational Rehabilitative Services	Administrators Counselors	Work with handicapped students, especially informational services; consult with school personnel on development of specific programs.
Federal Programs CETA YEDTP MANPOWER	Project Directors Counselors	Experiential summer and part-time employment; group counseling relating experiences to determine goals.

AGENCY	PERSONNEL	RESPONSIBILITY
Community Service Agencies	Administrators Employees	Referral services; program information dissemination
Employment Community Business and Industry	Owners Managers Recruiters Representatives Local Union Officials	World of business; employment skill consulting; moot interview sessions; employer expectations; regular in-services with students; information supply; tours and shadowing programs
Youth Groups Scouts 4-H Junior Achievement School Clubs	Directors and Leaders	Incorporate work exploration activities; organizational and cooperative skill development
Community Social Organizations Religious Men and Women's Clubs PTA	Ministers Lay Persons Chairpersons Presidents Members	Establish a system of value clarification exercises in services and Sunday school; provide support for career education programs.
Special Interest Women's Groups Armed Forces Veterans	Directors Representatives	Referral services; job information; occupational opportunities and training programs

The program model expands upon these examples by recommending responsibilities and staff involvement for each of the six organization and management functions and each of the ten provision of service functions. The functional model appears beginning on page 58 of this document.

PRIMARY AND SUPPORT SERVICES

The major impetus for recommending that the involved agencies cooperate is the diversity of the population throughout the State. Because the intention of this model is to be comprehensive and community based, there is a great need to share personnel and resources to attain these expectations. The model proposes responsibilities each agency might assume to realize the goal of providing quality services to all residents.

These assignments are found in summary form in the charts on pages 61,62, 65,66 and 67 of the model. The expansion of the charts delineating specific responsibilities to identified target populations are found in Appendices A and B. Being a model. adaptations are expected and dependent upon the availability of resources within the respective communities. However, agencies within each community will be expected to cooperate so that the model will indeed provide and improve existing career and vocational guidance and counseling services.

There are, of course, serious questions which must be considered concerning why all community agencies need to be active participants. An obvious answer, and one which has directed efforts throughout the development of the model, is that there are many important needs presently unmet by the existing structure. Several arguments have been advanced as to why this occurs, the most common being lack of personnel and monies. In all probability there is no location where ideal conditions - personnel, funds, facilities and programs - exist; thus, this model provides altervatives to alleviate some of the problems which exist but are correctable. Interagency cooperation is considered the key ingredient in circumventing these real yet managable barriers.

The organization of services is built around the identified target populations. For the purposes of this project the populations have been categorized in the following manner:

K-6	Persons enrolled in kindergartern through grade six; generally considered elementary education.
7-12	Persons enrolled in grades seven through twelve; the secondary education years.
Post Secondary Students	Persons enrolled in a formal education program which leads to a degree or certificate in a particular field.
Out of School Youth	Persons aged 14-21 years who are early leavers from formal elementary and secondary education.
Adult Education Students	Persons enrolled in adult education classes which may or may not result in performance certificates.
Adult	Persons 18 years old through post retirement not enrolled or involved in a formal education program.

The proposed categories are broad enough to include every person yet specific enough to assign responsibilities to existing agencies. The model attempts to remain within the confines of the law, especially in those instances when age and eligibility restrictions are placed upon the provision of services to clients. Because of these requirements, agencies such as Vocational Rehabilitation, Welfare, Federal Programs and the like will continue to have primary responsibilities to their identified populations. However, these agencies are called upon to provide support services for other program participants.

This distinction in service responsibilities - primary and support - allows the cooperative efforts to evolve. For the purposes of this model, a primary service responsibility is one which requires interaction with

a target population on a regular basis. These services may be construed as being basic to the program. For instance, in the provision of career information function, number 3, teachers are expected to infuse career information materials and experiences into the course content. Teachers are actively involved with the purveying of this service and their performance has direct impact on the success of the function; therefore, the teachers have a primary service responsibility. The primary service consists of active interaction with a target population, designed to provide a service which is basic to the delivery of the individual function and to the program as a whole.

The support service responsibility differs significantly from the primary services, in that although not required, the service may exert considerable influence over the quality of a function and the program. Such a service might also be performed by a person without formal training in a particular field. The business representative who provides occupational information about job characteristics to a resource center is performing a support service. Another example is the vocational rehabilitation counselor who assists a secondary counselor with developing programs specifically geared towards improving services to handicapped students. The responsibility to provide the service still rests with the secondary counselor; the vocational rehabilitation counselor serves as a resource person which results in better services to the particular target population.

These support services are more than an expression of interest and good will. Supportive actions include consultation; skill building sessions sponsored by one agency for another agency in areas of expertise; referral services; contributions to resource centers; assistance with program

development; and allocation of funds, time and personnel may be construed as viable support services. While the model suggests primary and support services, the agency or agencies identified as primary service providers are responsible for the quality of services to their clientele and must determine which agencies or personnel can provide the support services necessary to insure the best possible primary services.

Another method of determining the type of service responsibility is the amount of time allocated to provide direct services to the target population. A person spending a majority of the time working with the target population may be considered a provider of primary services. Persons not involved with that target population but who provide services to the provider of primary services supply support services to that target population. However, a support service, although not required, may be as important as the primary services to the success of the program, specifically in instances where consultation and coordination between agencies better prepares persons to provide the primary services. These definitions were used in the identification and assignment of responsibilities throughout the career and vocational guidance and counseling model.

The fusion of numerous programs, agencies and organizations contributes to the formation of a comprehensive community based program. The identification of agencies, the provision of services and the continuation and improvement of existing programs are necessary so that expansion and redirection of services and resources to adequately perform the program functions are possible. The high priority interagency cooperation has been built upon these permises and is apparent throughout the related charts and appendices which serve as the model.

INDIVIDUAL PROGRAMS

The various programs included in the model can perform every necessary function for all potential clients. The specific areas of expertise will be stressed but overlap and sharing of responsibilities by the separate programs is imperative. A discussion of expected programs for the respective target populations as related to career and vocational guidance and counseling services follows.

THE ELEMENTARY PROGRAM

The school program is a major contributor to the organization and incorporation of developmental career and vocational guidance services within the school. This program has opportunity to affect the development of all students from the beginning of school through graduation. Since the ages of the population runs from 6 through 19, a developmental program would be extremely appropriate. If an adequate, effective program is in existence, career choice and preparation follows naturally.

Probably the most significant impact that the elementary program may have is in the development of self-understanding. Personnel in the elementary schools can do extensive group work with self-concept development. The intensification of related activities at the elementary level can assure that all persons receive adequate attention and services. By beginning the process of organized self-exploration at this early stage of development, later problems associated with low self-esteem such as behavior disorders, withdrawal, lack of social skills, poor coping skills and low academic achievement may be diminished. The elementary program provides opportunity to identify potential areas of difficulties for individuals and address the problems before they become solidly entrenched in an individual's development through the provision of direct counseling intervention and the availability of consultative services to school staff.

The self-concept exercises may be combined with the initiation of career information exposure. Another function the program can perform is raising the awareness of the children so that they understand what work is, who works, why people work, job interrelationships, and that they will one day be a part of the labor force. Shared responsibility by

counselors, teachers, administrators, parents and community members contribute to the development of extensive and diversified career information programs. By spawning the interest of the students at this early age, students become receptive and knowledgeable of the career selection process.

The elementary program impacts on career development through self-concept activities and the introduction of career awareness. Another important elementary program component is working with parent groups. Parenting is a learned process and assistance with the development of parenting skills compliments the work being done in the schools. The positive or negative influence that parents exert on children is incalcuable; therefore, fostering of positive self-concepts by the parents will improve the whole career and vocational guidance and counseling process. Elementary counseling programs logically serve as the initial stage of a comprehensive plan for career and vocational guidance and counseling.

The elementary program allows a smooth transition of students into the pre-vocational program which is initiated in the middle or junior high schools. The successful elementary program enables students to begin more intensive career exploration and development of decision making skills. While these skills are apparent in every day living, students need additional training in the development of general skills before specifically applying them to a career choice.

THE SECONDARY PROGRAM

A career and vocational guidance and counseling program at the secondary level expands to more than self-understanding activities and basic career information. Decision making skill development receives additional emphasis. Working with students to develop and improve their ability to make decisions results in better comprehension and selection of career preparation alternatives. The comprehension of the effects of self-understanding on the selection process enables all students to make more appropriate choices. The process of decision making in career and vocational guidance is integrated throughout the program. The program personnel must be involved through direct contact with students and, through cooperative efforts, support the infusion of related activities into the classroom setting. Guidance is not restricted to one group of educators and must become an integrated part of the school curriculum.

Continued self-understanding activities are necessary in order that young adolesents are aware of the emotional, physiological and psychological changes associated with growth. As exposure to the world increases and information pertaining to themselves bombards them from an expanding life space, self-perceptions are likely to change. Recognition of the changes and the influence of others on self-perception and value formation is an important cog of the self-exploration process. Thus the program continues to emphasize self-exploration activities. In addition, as more information becomes available from school performance, interests, hobbies, further clarification of aptitude, achievement and ability is possible. Improved self-understanding is the result.

At the elementary level, career and vocational information is geared towards personal interaction between workers and the students. While this practice is recommended, the middle and junior high school years should provide opportunity for an exposure to many different occupations through readings and observations. The development of a career resource center within the school can provide students with materials about work. The counselor, students, administrators, and teachers combine efforts to select materials which provide information that can be digested by the students of different ability levels. While the more technical job descriptions do need to be included, those easy to understand and appropriate for the population being served should be selected. Exposure to a multiplicity of careers and the diversity of work are the goals of the information service at this level of development.

Thus, the program at the initial stages of the secondary level provides self-understanding activities, increases emphasis on decision making skills and broadens the available resources of career information. The organization and coordination abilities of the personnel increase in importance, as well as the selection of appropriate career materials. This stage also increases the amount of individual career exploration responsibilities on the part of the students. Exposure to the wide variety of work and improved self-understanding and decision making skills preclude the transition to more indepth exploratory activities in the developmental and sequential secondary level.

The secondary school program again heads the effort to provide career and vocational guidance services and activities within the school. Although high student/staff ratio limits the exclusive use of one-to-one

counseling, group counseling and group guidance activities are effective strategies. The group structure assures the availability of the program to all students. The combination of the self-exploration, decision making, intensification of career cluster exploration and job enhancement skill development, the four basic components of the school program are integrated during these years.

Two distinct yet interrelated phases of the advanced secondary school program are identified within the four upper grades. The ninth and tenth grade program emphasizes educational planning, job enhancement skills development and part-time exploratory and experiential paid or non-paid labor. The eleventh and twelfth grade students combine these skills and experiences and begin developing career plans. Since many of the decisions made during secondary school influence post graduation educational and employment selection, the formulation of career plans represents the final goal of the process.

The selection of specific career clusters by the ninth and tenth graders will allow for in-depth exploration of the occupations within the chosen areas. The program could be designed to assure that all clusters are presented to the students during this two year period. The responsibility of the students is to choose certain occupations within each cluster and acquire knowledge pertaining to job performance skills, job function, education and training requirements, occupational outlook, geographical location, working conditions, monetary benefits and sources of additonal information. A log book may be developed by the students to record this information for future reference. The responsibility of the program

personnel is to acquire, organize and present this information to the students and facilitate the students' participation. These activities also provide opportunity to assess the career and vocational guidance services since the students must combine acquired decision making skills to link self-understanding with pertinent career information, the perfunctory services of the school program to this point.

The activities for the ninth and tenth grade students contribute to the development of career and vocational plans, the primary objective of this program to be further refined and implemented during the eleventh and twelfth grades. The ninth and tenth graders are generally faced with career related decisions such as selection of future courses, enrollment in a particular curriculum and involvement in after school and summer employment. Course selection becomes particularly important at this level of education since numerous prerequisites for specific curricular tracts must be completed during these grades. Furthermore, most vocational technical programs become an alternative for students upon entrance into the eleventh grade; thus, selection of a particular program seems related to future occupational considerations and the exploratory functions of career and vocational guidance assist in this process. Increased information, and acquisition of decision making skills become the focal points of the program out of necessity.

By the time students advance to the final two years of secondary education the continued development of future plans looms as the major objective of the program. While an important outcome of the counseling and guidance program is to assist students with this planning process, the involved personnel must coordinate and provide direction to student

effort. The development of these plans can be combined with emphasis on the application of job enhancement skills to complete this second phase of the school program.

The application of job enhancement skills is necessary so that developed career plans may be implemented. These skills emphasize the need for all persons to understand how to obtain and keep a job. Program personnel can coordinate activities designed to increase the understanding of all participants concerning application procedures, resume' development, interviewing skills, use of employment agencies, responsibility, punctuality, interpersonal communication, and respect for authority. Development of these general skills seems a desirable and important aspect of the program since they are applicable throughout the world of work.

The job enhancement skills would be infused in the education process. As with career exploration, regular classroom instruction can be used to compliment the development of these skills. This may be a necessity if the goal to provide services to all students is to be attained. While the program can introduce and nourish the skill acquisition, development of related in and out of classroom activities appears a more effective method of exposure. Again, the ability of the program personnel to effectively develop, coordinate and share responsibilities will influence the quality of the career and vocational guidance and counseling program.

The school plays an important role throughout the developmental. sequential program. The early self-concept activities, exposure to decision making techniques, selection and provision of appropriate career information, identification and communication of job enhancement skills and the eventual development of realistic career and vocational plans by all

students are the major concerns of the program. All school and community personnel assume the position of shared responsibility for this program with support from business and external agency representatives. School personnel not only educate in the traditional sense, but also develop and coordinate related programs, monitor student progress and serve as advisors and consultants to the students.

The developmental school based program enables students to increase self-understanding and develop positive self-concepts; develop and practice decision making techniques; have access to appropriate career information; and acquire job enhancement skills. The anticipated student outcome is the development and implementation of career and vocational plans.

THE POST SECONDARY SCHOOL PROGRAM

The increased interest in post secondary education by the American population has created a need to provide career and vocational guidance and counseling services to these enrollees. Although many of the existing programs are expected to prepare students for employment, few services are regularly provided beyond job interview and recruitment opportunities. While these are important aspects of career and vocational guidance and counseling programs, they are by no means complete by themselves.

This oversight may be attributed to the belief that those entering post secondary educational programs have made definite commitment to a particular career. This, in fact, may hold true for the students. However, a high percentage of students who select a particular program or major eventually change their original decision. Even though this does lend credence to the belief of ongoing career development and related changes in interests, attitudes, perceptions and aspirations, switching programs, majors and schools contributes to increased time and monetary investment. Although initiation of comprehensive ongoing career and vocational guidance and counseling programs would not totally eliminate indecisiveness and change, opportunity to participate in such programs may result in improved career and occupational selection.

The eventual result is likely to be more interested students and more efficient and effective training and educational programs. Implementation of the elementary and secondary components of career and vocational guidance and counseling programs will assist with the preparation of students advancing into post secondary programs. However, the provision of career and vocational guidance and counseling services must be the

responsibility of the overall community model, again combining resources of the cooperating agencies.

The community program does not excuse the respective schools or institutions from providing career and vocational guidance and counseling services. The administration of the career assessment instruments, the opportunity for individual and group counseling, the availability of comprehensive career information, and the advancement of job enhancement and interpersonal skill development are appropriate, especially since completion of these training and educational experiences results in entry into the labor force or continued specialization. The early decisions exert much influence over the eventual outcome.

For the most part, schools with counselor training programs should have an advantage in providing the program and related services. Besides assisting students with career development, involvement with the program will enable future counselors to receive first-hand experience in career and vocational guidance and counseling in a supervised setting. An effect will be subsequent improvement of counseling services as better trained counselors filter into the profession. Also, understaffed community counseling centers will have access to qualified personnel to provide services to their residents. But lack of a counselor training program does not release other institutions from the responsibility of providing the services.

The post secondary populations, in effect, have made some career related plans and are engaged in attaining their identified objectives. The counseling and guidance services can be concerned not so much with formulation as with evaluation and revision of these existing plans.

Increased self understanding, clarification and appropriate program and course selection may be the keys to successful completion of training and educational requirements which preclude attainment of desired occupations. Again, the strong developmental overtones surface throughout the career and vocational guidance and counseling program and those processes necessary to make satisfactory career selection.

OUT OF SCHOOL YOUTH PROGRAM

There are several viable arguments for the provision of community career and vocational guidance and counseling services to the out of school youth population. Not the least of these are the high unemployment rate, due to lack of education and training, and the obvious disdain for the existing educational program from which this population exited, because of lack of ability, interest, concern, environmental influences or any number of related factors. Regardless of the reason the fact remains that there is a problem and attempts must be made to find solutions.

The best solution is to provide preventive measures before the decision to leave school seems the only recourse available. Again, a developmental rather than remedial program is the more desirable route to pursue; however, those persons who have prematurely withdrawn from the educational system are in desparate need of increased remedial services. The recognition of the need for direct service to this population may be seen in the current emphasis and appropriation of funds into programs designed to alleviate some of the problems associated with being uneducated, untrained and unemployed.

However noble these existing programs are, their effectiveness is limited to those selected to participate. The selection process necessarily discriminates against those not identified and included in the various projects. The community based career and vocational guidance and counseling program is an attempt to provide an alternative source of services to this out of school youth population. Anticipated advantages to this method are the availability of services to any person seeking them and voluntary participation and subsequent responsibility for successful

experiences and completion of the program.

As with the adult population, the site selection for the provision of services is important. There may be hesitation on the part of out of school youth to become involved in a school based program because of previous difficulties. Alternatives may be the community center, public library, activity building or other adequate facility. Likewise, the career materials resource center and job placement service should also be housed in a location accessible to all residents. Determination of location is a community responsibility.

The out of school youth program must be a learning experience unlike the school system. Yet the components common to the overall career and vocational guidance and counseling program must be included. Especially important is the self understanding and self concept phase of the program. The development of a "yes I can" attitude within the individuals may be the key to overall success. Early school dropouts, for the most part, are well versed in failure. Positive attitudes need developed before gains might be expected.

Other considerations include the availability of remedial education services. Inability to read, write and communicate limit development of job enhancement skills. This deficiency will also depreciate the value of career information materials, subsequently affecting the evolution of decision making skills. The total out of school youth program is basically remedial throughout the structure.

Until a time exists when the developmental school based program is incorporated, the attempts to correct these problems have to suffice. However, the existence of these difficulties demand that corrective measures be available to those in need of assistance. Although not all out of school

youth are un or under employed and common to meager subsistence, the career and vocational guidance and counseling program is an effort to help those that are or will be if left unattended.

Of all the program participants, the out of school youth population may warrant increased emphasis on individual counseling. Poor self concept and general feelings of inadequacy contribute to the difficulties of implementing group sessions, especially if persons of similar circumstance are grouped together. There appears to be a need to provide assessment and interpretative activities individually and the formation of trust and mutual respect between the client and professionals before group interactions can be included. Yet, because of the nature of work and society, these persons must learn to function successfully within socially acceptable groups before gainful employment is acquired. Consequently interpersonal and job enhancement skills may be introduced in group sessions. However, enabling these persons to experience success may be as important as the development of the skills themselves and may contribute to the overall learning process as well.

As with other groups, individualized program are necessary so that differences may be understood and accounted for. In these instances, acknowledging that the person is worthwhile may be best served through the counseling sessions. The ultimate objective remains providing services through which personal assessment is achieved and translated into acquisition of employment and entry into a career.

ADULT EDUCATION PROGRAM

The ever expanding adult education programs continue to gain in popularity throughout all levels of education. Support of this notion can be seen in increased course offerings at the high school and college level. The return-to-school movement is no longer a passing societal trend, and education and communities are adjusting programs accordingly. From ceramics to exercise to computer programming, adult participation in these programs is booming. While all persons are not participating solely for career advancement, a significant number do enroll because of the impact on future employment considerations. However, basic tenants to this movement are the broadening of interests, development of talents and general self-improvement.

The nature of the programs lend themselves well to the inclusion of career and vocational guidance and counseling services, especially in those instances where educational participation is related to career aspirations. Availability of a counselor to these persons could have positive effect on their personal development. While the community model plan is designed to be available to all persons, provision of a counselor at the adult education centers may prove to be another method of improving the delivery of services. Again, the services would be similar to those offered other populations; however, emphasis might be placed on the areas of self understanding, decision making skills and the use of career information resource centers, with opportunity to use the job placement services if necessary. The participation in the various program components remains the decision of each individual; rather than mandatory involvement, the program provides opportunities to receive services which currently

are superficial or lacking altogether.

The services provided to adult education participants must be an extension of the community service center. As with other aspects of the overall model, the community must again assume responsibility for initiating an adequate program. The cooperating agencies must share the program, providing primary and support personnel so that adequate staffing is assured. A possibility is the development of an out-reach program which may serve as the initial level of service. Preliminary services could include group assessment and interpretation, use of career information materials and an overview of available services. Also, intake interviews could be conducted at the schools with follow-up sessions scheduled at the central location, if possible.

Because of the numbers participating in adult education, counselors are to be available at the respective schools. This may necessitate the incorporation of a flexitime schedule, which alludes to a system through which a specified number of hours are spent providing services to the enrolled adult education students, with an equal reduction of time spent at the home agencies. This could be substituted for the hiring of additional personnel without decreasing the total hours spent on the job by the assigned professionals. The final structure again is the responsibility of the local providers of services.

The need to provide services to this population is in agreement with the concept of an ongoing career development process. Another reason is the lack of services which this population has received. Initiation of the program may be the first opportunity that many adult education participants have had to interact with a trained professional in the area of career

and vocational guidance and counseling. The process may enable persons to begin a new period of growth, both professionally and personally. Also, career and vocational guidance and counseling services seem a natural extension of the adult education concept and may contribute to more meaningful experiences for the participants.

The adult education career and vocational programs may prove most beneficial to those planning to re-enter the labor market after extended absences. Numerous adult education classes, especially vocational and technical oriented programs, do indeed attempt to prepare persons for subsequent employment. The availability of a counselor at these centers might improve the selection process of those envisioning future employment. The inclusion of guidance and counseling services allows realistic decisions to be made and provides support during the adjustment period. The program could be similar to that recommended for the Adult Level of the model and may be combined when possible.

THE ADULT PROGRAM

Increased awareness of the concept of life-long career development makes the provision of career and vocational guidance and counseling services for adults an important aspect of the model. Lack of existing services for the adult population may be related to the belief that career development processes diminish when employment is obtained. Although the actual employment seeking process culminates with acquisition of a job, self-exploration, decision making, and career adjustments continue. Rising dissatisfaction with chosen careers is a strong indicator of the need for career and vocational guidance and counseling services beyond completion of formal education.

The continuing trend of voluntary mid-career change, often times resulting in re-entry in an entirely unrelated field, increases the need for adult career and vocational guidance and counseling services. The return of women en masse into the work force, often after prolonged periods of absence, also supports the desirability of these services. Furthermore, the decrease in occupational and career satisfaction contributes to the rise in related problems such as alcohol and drug dependency, inferior work, increased absenteeism, psychological disabilities, personal and social stagnation and other problems. Finally, the chronically unemployed, whether educational, technical, or social in origin, could benefit from such a program.

As the program progresses beyond the school years, adult services must be included. This suggests that existing resources be adapted to better serve this population. Further implications include developing and upgrading skills of personnel to work with adults; incorporation of accurate, reliable career assessment instruments; compilation of appropriate

career information materials; and, availability of these services at convenient times in an accessible location.

The last listing, the availability of services, may be the most problematic of the areas. Whereas school populations are a captive audience and are generally in school during established hours, the adult population needs a more flexible scheduling system. At the present time, adult services are available through Employment Security and Vocational Rehabilitation, but there are limitations as to whom these services are available, the location of services and the hours when services are provided. While it is not feasible to operate the system on a round-the-clock basis, provision of services only during normal agency hours decreases the ability of the adult population to obtain desired assistance. Also, the limited number of personnel and the extensive case loads necessitates the inclusion of personnel from other programs to supply services.

The services, for the most part, are similar to those provided other populations. An obvious drawback is the difficulty in providing these services on a longitudinal basis over a period of years. Concentration of services is imperative. Also, more individual responsibility for development of skills and acquisition of information is necessary. Taking these into account, an adult career and vocational guidance and counseling program could be structured as follows:

Session 1 - Initial interview
2 - Value clarification exercises
3 - Interest inventory discussion
4 - Aptitude assessment
5 - Introduction to career information
6 - Selection of desirable areas
7 - Training and educational considerations
8 - Career planning
9 - Career planning
10 - Action Plan development

This represents the core of the activities. Decision making practice can be included throughout this process. However, even a compact program such as this would require a number of months and commitment on the part of all concerned individuals since many activities must occur outside of actual counseling contact.

Not all clients may desire to become involved in the entire process as a result of individual circumstances. This should result in more people being served by the same facilities and resources. Of course, the ideal would be for every person to receive the total package of counseling and guidance services. Inclusion of group counseling and guidance, group assessment and interpretation, peer counseling, and an extensive career resource center with trained volunteer and paraprofessional assistants would be invaluable and provide increased opportunities for post employment and additional self-understanding and career development services for interested participants.

THE MODEL

The following pages develop the summarized career and vocational guidance and counseling model. Chart 1 provides an overview of the organization and management functions and Chart 2 presents the provision of service functions. Explanations for the use and interpretation of the charts and their relationship to the model and Appendices A and B are included in the text.

CHART 1:

THE ORGANIZATION AND MANAGEMENT FUNCTIONS

Chart 1, presented following this description, depicts the summarized version of Appendix A. For the purposes of ease in reference and location of responsibilities, the page number following each of the functions indicates the page on which each expanded function begins in Appendix A.

In order to find specific information concerning the primary or support responsibilities of the contributing agencies within a specific function, turn to the section under the agency column and follow the adjacent personnel column until the desired section is reached. Either the primary or support responsibilities, depending upon the needs of the user, are listed beside the appropriate personnel. All columns are titled to indicate the involved agency, personnel or type of responsibility for the selected function. In this manner, the chart alleviates unnecessary searching by the user when specific information is desired.

The organization and management functions are considered applicable to this model regardless of the target population to be served. Primary responsibilities are represented by a "P"; the support responsibilities are indicated as "s" and are inserted in the appropriate column. Instances where personnel are expected to assume both primary and support responsibilities within a function are left to the discretion of the implementers and administrators.

The primary responsibility sections are provided before the support responsibilities throughout the Appendix for each function. Implementers who change the chart in order to adapt the model should take care to make similar changes in the Appendix in order to avoid confusion.

The listing of agencies at the top of the Chart and likewise in the Appendix is by no means all inclusive. Additions and deletions may be made by the program implementer; however, the developers suggest that the model remain intact so that standard programs exist throughout the State.

CHART 1

KEY

P Primary Responsibility

s Support Responsibility

	EDUCATION AGENCIES: Administrators							Counselors							Educators							Emp. Sec.		Voc. Rehab.		Fed. Pro.	Community Service Agencies										Employ. Commun. Rep.						Youth Groups							Community Social Organ.							
	Superintendent	Principal/Director	County Guid. Dir.	Federal Guid. Dir.	Job Placement Coor.	Curriculum Spec.	Elementary	Secondary	Vocational	Post-Secondary	Elementary	Secondary	Vocational	Post-Secondary	Administrators	Counselors	Administrators	Counselors	Administrators	Counselors	Social Welfare	United Health	Recreation Dept.	Federal Agency	Community Coor.	Salvation Army	Other	Chamber of Com.	Plant Managers	Unions	Labor Leaders	4-H	FFA-FHA	Scouts	School Clubs	Men & Women Clubs	YMCA-YWCA	PTA	Religious	Other	Counselor Ed.	Teacher Ed.																	
1) To design and implement a system of interagency communication and cooperation which coordinates the delivery of career and vocational guidance and counseling programs. (Page 69)	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
2) To develop an awareness of the importance of career and vocational guidance, counseling and education throughout educational and community personnel. (Page 73)	P	P	P	P	P	P	P	P	P	P	P	P	s	s	s	s	P	P	P	P	P	P	s	s	s	s	s	s	s	s	s	s	s	P	P	P	P	s	s	s	s	s	s	s	s	s	s	s	P	P						
3) To provide consultative services to counselors, educators, parents, administrators, paraprofessionals, community members and others involved with the delivery and maintainance of career and vocational guidance and counseling programs. (Page 76)	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P																													P							
4) To develop a system of training opportunities and experiences to foster and upgrade the skills of professionals and paraprofessionals involved in the delivery of the career and vocational guidance and counseling program. (Page 80)	P	P	P	P	P	P	P	P	P	P	P	P	P	s	P	P	P	P	P	P	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	P							

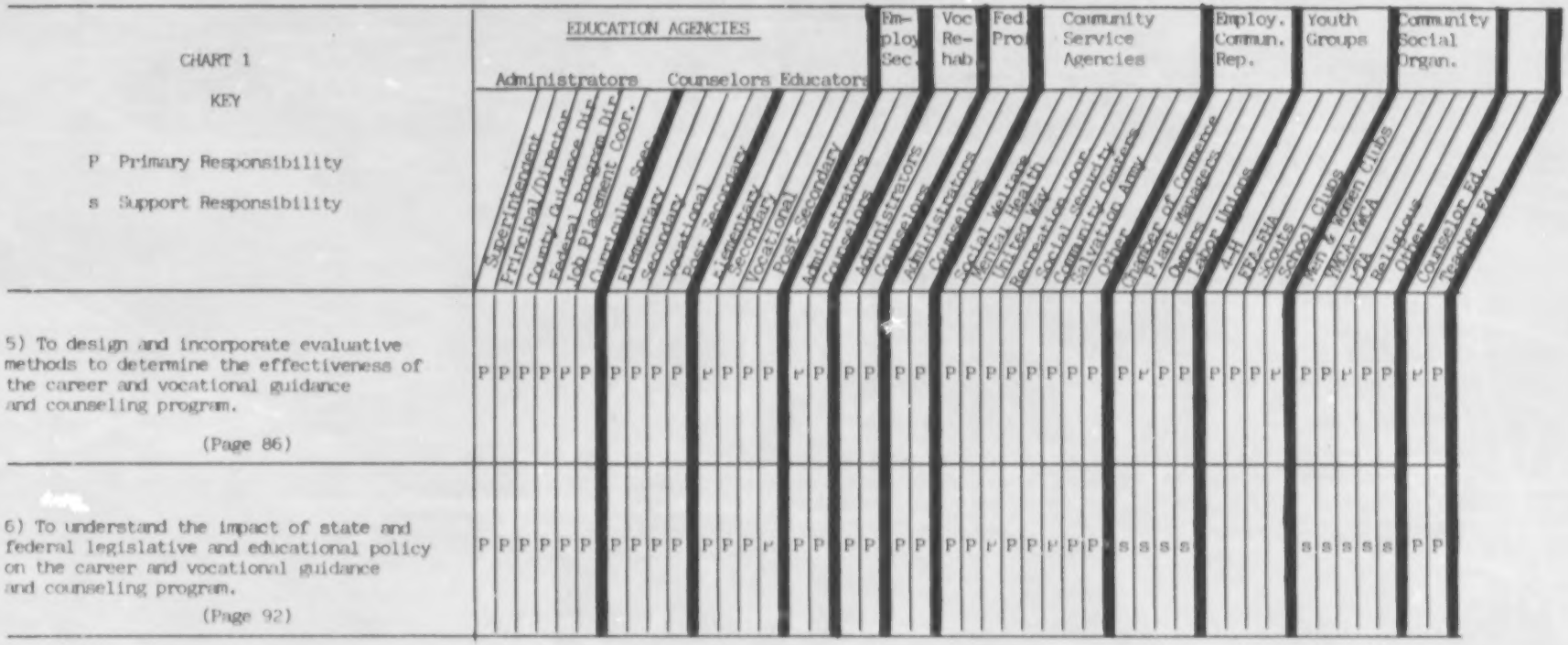
ORGANIZATION AND MANAGEMENT FUNCTIONS

CHART 1

KEY

P Primary Responsibility

s Support Responsibility



5) To design and incorporate evaluative methods to determine the effectiveness of the career and vocational guidance and counseling program. (Page 86)	P P P

CHART 2:

THE PROVISION OF SERVICE FUNCTIONS

The schematic used in the development of Chart 2 and the related Appendix B is similar to the one incorporated in the construction of Chart 1 and Appendix A. There are, however basic differences between the information provided by these summarized versions of Appendices A and B which warrant explanation.

Whereas, the responsibilities of the agencies included in Chart 1 are applicable across all levels of the career and vocational guidance and counseling program model, Chart 2 identifies the target populations and provides information regarding agency primary and support service responsibilities in serving the various populations. By selecting a target population level and the desired agency and personnel, the program implementer may obtain a feeling for the expected primary or service responsibilities. Appendix B provides data which expands the basic assignments found on Chart 2.

In Appendix B, the primary service responsibilities are developed for each target population, as well as the agency and personnel, in the order they appear on Chart 2. The number following each function of Chart 2 indicates the coinciding page in Appendix B where the developed function begins. The three columns identify the target population, the personnel and their primary service responsivilities. The support service responsibilities for each function directly follows the primary services section and is structured in a similar manner. As with Appendix A, the primary and support services are recommended and are considered important to the attainment of the stated function objectives.

In instances where the personnel are to provide primary or support services to more than one population, the services may be found by referring

to the identified target population. When there are no appreciable differences between recommended responsibilities, the personnel are listed and one set of responsibilities is developed. This format may help alleviate confusion when identified personnel are not available in a particular community. By adherring to this developed model, and adapting the model accordingly, the West Virginia residents have opportunity to receive career and vocational guidance and counseling services.

Skills needed to use the charts and appendices are minimal. Although simple in the design, the information provided is comprehensive, developmental, sequential and applicable to the formulation of career and vocational guidance and counseling programs. The model is the result of the needs assessment analysis, task force sessions and readings, and the synthesis of the varied information into the existing document. Further directions on the adaptations of the program model for State and County implementation are provided in the separate supplimentary sections of Appendix C.

CHART 2
KEY

P Primary Service Responsibility
s Support Service Responsibility

K-6 Elementary level
7-12 Secondary level
PSS Post Secondary Student Level
OSY Out of School Youth
AdEd Adult Education Level
AL Adult Level

	TARGET POPULATION	EDUCATIONAL AGENCIES: Administrators Counsel. Educat.																				Em-ploy Sec.		Voc. Re-hab.		Fed. Prog. Coun.		Community Service Agencies										Employ. Comm. Rep.				Youth Groups				Community Social Organ.				Spec. Inter. Organ.		
		Superintendent	Principal/Administrator	Guidance Director	Federal Program Dir.	Job Placement	Curriculum Spec.	Elementary	Secondary	Vocational	Post Secondary	Elementary	Secondary	Vocational	Post Secondary	Administrators	Counselors	Administrators	Counselors	CETA	WIN/IP	Manpower	Social Welfare	Mental Health	United Way	Recreation Coor.	Social Security	Community Center	Salvation Army	Other	Chamber of Comm.	Plant Managers	Owners	Labor Unions	4-H	FFA-FHA	Scouts	School Clubs	Boys & Girls Clubs	YMCA-YWCA	PTA	Fraternal	Other	Veterans	Urban				
1) To develop a career and vocational guidance and counseling program geared to the maturational, educational, socio-economic and cultural level of the clientele to be served. (Page 98)	K-6	s	s	s	s			P	s				s																																				
	7-12	s	s	s	s			s	P	P			s	s		s	s		s	s	s										s	s	s	s	s	s	s	s	s	s								
	PSS	s	s	s	s					s	P			s	s	s	s		s	s	s										s	s	s	s	s	s	s	s	s	s								
	OSY								s							s	P		s	P	P	P									s	s	s	s	s	s	s	s	s	s								
	AdEd	s	s	s	s				s	P	P			s	s	s	s		s	s	s										s	s	s	s	s	s	s	s	s	s								
	AL								s							s	P		s	P	P										s	s	s	s	s	s	s	s	s	s								
2) To facilitate self-understanding in each individual client. (Page 103)	K-6							P				P																																				
	7-12							s	P	P				P	P		s		s	s	s																											
	PSS							s	P	P	P						s		s																													
	OSY							s	s	s						P				P	P	P																											
	AdEd							s	P	P	P				P		s		s																													
	AL							s	s	s							P		P	P		P																											
3) To select, organize and provide realistic, comprehensive, current, non-stereotypic career information and resource materials and facilities. (Page 109)	K-6	s	s	s			s	P	s	s		P	s	s			s		s					s	s						P	P	P	P	s	s	s		s	s	s	s		P				
	7-12	s	s	s		P	s	s	P	P		s	P	P		s	s		s	s				s	s						P	P	P	P	s	s	s		s	s	s	s		P				
	PSS	s	s	s		P	s	s	P	P		s	P	P		s	s		s	s				s	s						P	P	P	P	s	s	s		s	s	s	s		P				
	OSY					P											P														P	P	P	P										P	P			
	AdEd	s	s	s		P	s	s	P	P		s	P	P		s	s		s	s				s	s						P	P	P	P	s	s	s		s	s	s	s		P	P			
	AL					P											P														P	P	P	P										P	P			
4) To develop and implement strategies for the integration of career information within the teaching-counseling processes. (Page 119)	K-6	s	s	s			P	s	s			s	s			s	s																															
	7-12	s	s	s			P	s	P	P		s	P	P		s	s		s	s																												
	PSS	s	s				P	s	P	P		s	P	P		s	s		s	s																												
	OSY						P										P																															
	AdEd	s					P	s				s				s	s																															
	AL						P										P																															

PROVISION OF SERVICE FUNCTION

CHART 2
KEY

P Primary Service Responsibility
s Support Service Responsibility

K-6 Elementary Level
7-12 Secondary Level
PSS Post Secondary Student Level
OSY Out of School Youth
AdEd Adult Education Level
AL. Adult Level

	TARGET POPULATION	EDUCATIONAL AGENCIES: Administrators: Superintendents	Principal/Director	Guidance Director	Federal Program Dir.	Job Placement	Curriculum Spec.	Counselor: Elementary	Secondary	Vocational	Post Secondary	Educator: Elementary	Secondary	Vocational	Post Secondary	Emp. Sec.: Administrators	Counselors	Voc. Rehab.: Administrators	Counselors	Fed. Prog. Coun.: CETA	YEDPP	MAP/MSFW	Community Service Agencies: Social Welfare	Mental Health	United Way	Recreation Coor.	Social Security	Community Center	Salvation Army	Other	Employ. Comm. Rep.: Chamber of Comm.	Plant Managers	Owners	Labor Unions	Youth Groups: 4-H	FFA-FHA	Scouts	School Clubs	Community Social Orgzn.: Wm. & Women Clubs	YMCA - YWCA	PTA	Religious	Other	Spec. Inter. Orgzn.: Veterans	JOM
5) To select, administer, and interpret appropriate career assessment instruments in the areas of aptitude, achievement, interest and career maturity. (Page 130)	K-6	s	s	s			s					P	s	s	s	s	s	s	s	s	s	s																							
	7-12	s	s	s			s					s	P	P	s	s	s	s	s	s	s	s																							
	PSS	s	s				s						s	P	P	P	s	s	s	s	s	s																							
	OSY	s	s	s									s	s	s	s	P	s	s	P	P	P																							
	AdEd	s	s	s			s						s	P	P	P	s	s	s	s	s	s																							
	AL.	s	s	s									s	s	s	s	s	P	s	P	P	s																							
6) To develop decision making processes and implement programs designed to facilitate career decision making for clients served by the program. (Page 137)	K-6	s	s	s								P	s	s	s	s	s		s	s	s	s																							
	7-12	s	s	s									P	P	P	s	s		s	s	s	s																							
	PSS	s	s	s									s	P	P	P	s		s	P	P	P																							
	OSY	s	s	s									s	s	s	s	s	P		P	P	P																							
	AdEd	s	s	s									s	s	P	P	s	P		s	s	s																							
	AL.	s	s	s									s	s	s	P	s	P		P	P	s																							
7) To provide individual and group guidance and counseling sessions in career planning. (Page 143)	K-6	s	s	s								P	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s					s	s	s		s	s	s				
	7-12	s	s	s								s	P	P	s		s	s	s	s	s	s	s	s	s	s	s	s	s					s	s	s		s	s	s				
	PSS	s	s	s								s	s	P	P			s	s	s	s	s	s	s	s	s	s	s	s					s	s	s		s	s	s				
	OSY	s	s									s	s	s	s			s	s	P	P	P	s	s	s	s	s	s	s					s	s	s		s	s	s				
	AdEd	s	s	s								s	P	P	P		s	s	s	s	s	s	s	s	s	s	s	s	s					s	s	s		s	s	s				
	AL.	s	s									s	s	s	s			s	s	P	s	P	s	s	s	s	s	s	s					s	s	s		s	s	s				
8) To provide job placement services and facilitate development of job enhancement skills necessary to seek, acquire and maintain employment. (Page 150)	K-6	s	s	s			s					P	s	s	s		s	s	s				s	s	s	s	s	s	s					s	s	s		s	s	s				
	7-12	s	s	s		P	s					s	P	P	s	P	s	s	s	s	s	s	s	s	s	s	s	s	s	P	P	P	P	s	s	s		s	s	s		P	P	
	PSS	s	s	s		P						s	P	P	P	P	s		s	s	s	s	s	s	s	s	s	s	s	P	P	P	P	s	s	s		s	s	s	P	P		
	OSY	s	s	s		P						s	s	s	s	P	s		s	P	P	P	s	s	s	s	s	s	s	P	P	P	P	s	s	s		s	s	s	P	P		
	AdEd	s	s	s		P	s					s	P	P	P	P	s	s	s	P		s	s	s	s	s	s	s	s	P	P	P	P								P	P		
	AL.	s	s			P						s	s	s	s	P	s	s	s	P		P	s	s	s	s	s	s	s	P	P	P	P								P	P		

PROVISION OF SERVICE FUNCTIONS

CHART 2
KEY

P Primary Service Responsibility
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K-6 Elementary Level
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	TARGET POPULATION	EDUCATIONAL AGENCIES: Administrator: Superintendent	Principal/Director	Guidance Director	Federal Program Dir.	Job Placement	Curriculum Spec.	Counselor: Elementary	Secondary	Vocational	Post Secondary	Educator: Elementary	Secondary	Vocational	Post Secondary	Employ. Sec.: Administrators	Counselors	Voc Rehab: Administrators	Counselors	Fed. Prog. Coun.: CETA	VETA	WIN/OTHER	Community Service Agencies: Social Welfare	Mental Health	United Way	Recreation Coop.	Social Security	Community Center	Salvation Army	Other	Employ. Comm. Rep.: Chamber of Commerce	Plant Managers	Owners	Labor unions	Youth Groups: 4-H	FFA-FHA	Scouts	School clubs	Community Social Orgzn.: Gen & Women Clubs	YMCA-YWCA	PTA	Religious	Other	Special Inter. Orgzn.: Veterans	NOW
9) To identify the unique career development needs of special client groups and provide programs to assist in the acquisition of skills and knowledge necessary to satisfy these needs. (Page 157)	K-6	s	s	s	s	P		P	s	s	s	p	s	s	s	s		s		s	s	s	P	P	P	P	P	P	P	s	s	s	s	s	s	s	s	s	s	s		P			
	7-12	s	s	s	s	P		s	P	P	s	s	P	P	s	s		s		s	s	s	P	P	P	P	P	P	P	s	s	s	s	s	s	s	s	s	s	s		P			
	PSS	s	s	s	s	P		s	s	P	P	s	s	P	P	s		P		s	s	s	P	P	P	P	P	P	P	s	s	s	s	s	s	s	s	s	s	s	P	P			
	OSY	s	s	s	s	P		s	s	s	s	s	s	s	s	P		P		P	P	P	P	P	P	P	P	P	P	s	s	s	s	s	s	s	s	s	s	s	P	P			
	AdEd	s	s	s	s	P		s	P	P	P	s	s	P	P	s		P		s	s	s	P	P	P	P	P	P	P	s	s	s	s	s	s	s	s	s	s	s	P	P			
	Al	s	s	s	s	P		s	s	s	s	s	s	s	s	P		P		P	s	P	P	P	P	P	P	P	P	s	s	s	s				s	s	s	s	P	P			
10) To assist clients in the identification of lifestyle and leisure activities and the impact of career development and selection on life roles. (Page 165)	K-6	P	P					P				P												P					s	s	s	s	P	P	P	P		P	P					
	7-12	P	P						P	P			P	P		P				P	F	P		P					s	s	s	s	P	P	P	P		P	P					
	PSS	P	P						P	P	P					P		P	F	P				P					s	s	s	s	P	P	P	P	P	P	P					
	OSY									P	P						P	P		F				P					s	s	s	s			P		P	P	P					
	AdEd																	P		P				P					s	s	s	s												
	Al															P	P							P					s	s	s	s				P	P	P	P	P				

PROVISION OF SERVICE FUNCTIONS

APPENDIX A

ORGANIZATION AND MANAGEMENT FUNCTIONS

CONTENTS

Function	Responsibility	Page
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	Support	84
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6	Primary	91
	Support	95

FUNCTION 1

TO DESIGN AND IMPLEMENT A SYSTEM OF INTERAGENCY COMMUNICATION AND COOPERATION WHICH COORDINATES THE DELIVERY OF CAREER AND VOCATIONAL GUIDANCE AND COUNSELING PROGRAMS.

OBJECTIVES

To develop a system of shared program management.

To identify and expedite the service responsibilities of the cooperating agencies.

COMPETENCIES

Knowledge and skills in program development, planning and implementation.

Knowledge and skills in establishing program organizational procedures and patterns.

Knowledge and skills in identifying, incorporating and utilizing educational and community agencies.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITY
Educational	Superintendents	Support the proposed model plan.
		Support personnel involvement in the provision of community career and vocational guidance and counseling services.
		Select personnel to serve on community advisory council.
	Principals Directors	Commit school and staff to implementation of suggested program service functions.
		Select staff personnel to direct in-school program.
		Support necessary scheduling flexibility for staff involvement in community program.
		Provide encouragement and support for the overall program.
	County Guidance Directors	Serve on the community advisory council.
		Meet regularly with all counselors to obtain feedback on counselor role and responsibility.
	Job Placement Coordinators	Coordinate community job placement program.
		Assist with design of community job placement program.
		Assist with development of in-school job placement programs.
	Counselors	Coordinate career and vocational guidance and counseling programs in their respective schools.
		Select representatives to serve on community advisory council.
		Provide appropriate services* for community counseling program.

* Appropriate services are presented in Appendix B, the Provision of Service Functions.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITY
Employment Security	Administrators	Serve on the community advisory council.
		Provide necessary personnel, space, facilities and materials.
		Actively support agency involvement in the program.
	Counselors	Select a representative to serve on the community advisory council.
		Provide appropriate services for community guidance and counseling program.
Vocational Rehabilitation	Administrators	Serve on the community advisory council.
		Provide personnel, space, facilities, and materials.
		Actively support agency involvement in the program.
	Counselors	Select a representative to serve on the community advisory council.
		Provide appropriate services for community guidance and counseling program.
Community Service		Provide personnel, space, facilities and materials for the program.
		Support agency involvement in the program.
		Select representatives to serve on the community advisory council.
Employment Community Representatives		Provide personnel, facilities and support for the program.
		Select representatives to serve on the community advisory council.

FUNCTION 2

TO DEVELOP AN AWARENESS OF THE IMPORTANCE OF CAREER AND VOCATIONAL GUIDANCE, COUNSELING AND EDUCATION THROUGHOUT EDUCATIONAL AND COMMUNITY PERSONNEL.

OBJECTIVES

To increase emphasis on the provision of career and vocational guidance and counseling services.

To obtain support for the community and vocational guidance and counseling program.

To publicize available services.

To increase understanding of the career development and selection process.

COMPETENCIES

Knowledge and skills in career development theory.

Knowledge and skills in public relations activities.

Knowledge and skills in conducting updated inservice staff development.

Knowledge and skills in client advocacy.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITIES
Educational	Superintendents	Support development of a public awareness campaign of the school program.
		Make presentations to community groups and organizations on the school's involvement in career education programs.
		Support development of a comprehensive career education program.
	Principals Directors	Actively encourage and support the in-school career and vocational guidance and counseling program.
		Provide in-services for the development of staff competencies for the provision of related services.
	County Guidance Directors	Conduct in-services for administrators to increase awareness of career development processes.
		Organize public awareness campaign of counselor services.
		Support involvement of counselors in the coordination and provision of school career related services.
		Arrange in-services for county counselors to improve competencies necessary to provide services.
	Job Placement Coordinators	Publicize school and community job placement services.
	Curriculum Specialists	Develop support of a career education curriculum for the school programs.
	Counselors	Support and assist in the development of a career education program.
		Participate in career development awareness in-services and workshops.
Employment Security	Administrators	Publicize available program services.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITIES
	Counselors	Assist with development of an adult career education program.
		Participate in an awareness campaign to inform community of available services.
Vocational Rehabilitation	Administrators	Publicize available program services.
		Provide eligibility and service information to other community agency participants.
	Counselors	Conduct in-services and presentations on the vocational rehabilitation process for community agencies and residents.
Federal Programs	Administrators	Publicize available program services.
	Counselors	Conduct in-services and presentations on selection of clients to other agencies and community residents.
Training Institutions	Counselor Educators	Provide comprehensive career and vocational guidance and counseling course work and experiences throughout the preparation and continuing education of all counselors.
	Teacher Educators	Provide courses on teacher involvement with and facilitation of student career and vocational development.
		Encourage participation in group guidance skill development courses and activities.
Community Business Representatives	All	Encourage development of a comprehensive career education program.
		Participate as resource persons for the community program.

FUNCTION 3

TO PROVIDE CONSULTATIVE SERVICES TO COUNSELORS, TEACHERS, PARENTS, ADMINISTRATORS, PARAPROFESSIONALS, COMMUNITY MEMBERS AND OTHERS INVOLVED WITH THE DELIVERY AND MAINTENANCE OF CAREER AND VOCATIONAL GUIDANCE AND COUNSELING PROGRAMS.

OBJECTIVES

To develop the consultative skills of program personnel.

To better utilize the expertise of each of the participating agencies.

To increase understanding of existing services provided by the various agencies.

COMPETENCIES

Knowledge and skills in providing consultation to staff, parents, administrators, and community representatives.

Knowledge and skills in conducting updated staff inservice development.

Knowledge and skills in public relations activities.

Knowledge and skills in identifying, incorporating and utilizing community agencies and resources.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITIES
Educational	Superintendent	Support the use of educational personnel to provide consultation services to non-educational agencies and persons.
		Provide information to other program administrators on the school-based services.
		Provide release time for staff involvement in consultation skill development activities.
	Principal/ Director	Provide in-service programs concerned with consultation theory and skill development.
		Support school staff consultation for other non-school agencies.
	County Guidance Director	Provide consultation skill development activities for all counselors.
		Assist with development of the school based program.
		Provide information to other agencies or school counselor programs and responsibilities.
	Federal Programs Directors	Provide information regarding school eligibility for Federal consideration of funds to program personnel.
		Assist with development of projects and proposals for submission to Federal Agencies.
	Job Placement Coordinator	Assist counselors with the development of job placement programs for the target populations.
		Develop public relations package for program agencies.
		Work with employment community representatives to assist students with job enhancement skills development.
		Assist program personnel with identifying and recruiting employment community resource persons.
	Curriculum Specialist	Provide career curriculum development services to educators and counselors.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITIES
Educational	Counselors	Provide data identifying student career development needs to educators.
		Assist parents with development of an awareness of and skills to augment their childrens' career development.
		Assist educators with the development of career and vocational guidance skills.
		Provide information regarding school related career and vocational guidance and counseling services to other involved agencies.
		Assist paraprofessionals with development of role and responsibility awareness.
	Educators	Provide counselors with information regarding student ability levels.
		Assist with development of career curriculum materials.
Employment Security	Administrators	Provide program personnel with eligibility restriction information for service provision.
		Provide job placement program development services.
		Assist program personnel with development of an awareness of consultation skills.
	Counselors	Provide data on referral procedures.
		Assist with development of job placement programs.
		Provide career assessment selection, interpretation and real world application information services and assistance.
		Provide employment community resource availability information to other program personnel.
		Assist employment community representative with development of program role awareness.
Vocational Reahbilitation	Administrators	Assist with the structuring of special client population programs.
		Provide information of available services and eligibility requirements to other program agencies.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITIES
Vocational Rehabilitation	Counselors	Provide counselors with assistance in identification of clients eligible for agency services.
		Provide assistance for structuring school based career and vocational guidance and counseling services for special client populations.
		Provide employment community representatives with information on capabilities and limitations of various special client populations.
Federal Programs	Administrators	Provide assistance with development of alternative education programs.
		Provide intervention assistance with employment community participants.
	Counselors	Provide assistance with development of drop-out intervention strategies.
		Assist with identification and recruitment of eligible clients.
		Assist with development of school aged employment opportunity programs and experiences.
Training Institutions	Counselor Educators	Provide assistance with development of the community programs.
		Conduct on-site consultation skill development activities for community agency program personnel.

FUNCTION 4

TO DEVELOP A SYSTEM OF TRAINING OPPORTUNITIES AND EXPERIENCES TO FOSTER AND UPGRADE THE SKILLS OF PROFESSIONALS AND PARAPROFESSIONALS INVOLVED IN THE DELIVERY OF THE CAREER AND VOCATIONAL GUIDANCE AND COUNSELING PROGRAM.

OBJECTIVES

To improve the understanding of career and vocational development and selection processes.

To train non-counselors to assist in the delivery of services.

To increase program personnel familiarity with the world of work.

To provide better services through more qualified personnel.

To develop eclectic and interchangeable program personnel.

COMPETENCIES

Knowledge of career and human development theories.

Knowledge and skills in the use of paraprofessionals.

Knowledge and skills in conducting updated inservice staff development.

Knowledge and skills in establishing program organizational proceuures and patterns.

Knowledge and skills in evaluation and revision techniques and strategies.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITIES
Educational	Superintendents	Provide inservice days and workshop release time for staff development.
		Conduct organizational and management skill development sessions for program personnel.
	Principals Directors	Provide career development inservices opportunities for staff.
	County Guidance Directors	Conduct inservices on career development theories and processes for program personnel.
		Provide program planning, development, and implementation activities.
		Identify necessary counselor competencies which provide information regarding competencies of new counselors to training programs.
		Identify readings, workshops and classes related to improvement of career development skills.
		Provide consultative skill development activities and experiences.
	Federal Program Directors	Provide opportunity to develop grantsmanship skills.
		Develop proposals to assist with counselor and educator career and vocational guidance counseling skill upgrading.
		Assist with the development of innovative and/or exemplary career and vocational guidance and counseling projects.
	Job Placement Coordinator	Conduct workshops on the development of job placement services.
		Assist counselors with identification of employment community resource persons.
		Develop work-study programs for students.
		Conduct workshops on employment community relations skills and techniques.
	Curriculum Specialist	Conduct curriculum development exercises for counselors and educators.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITIES
Educational (continued)	Counselors	
	Elementary	Provide in-service on career and human development for staff.
		Provide parent education classes to facilitate self-concept and career development in their children.
		Provide career related group guidance activities to educators for classroom infusion.
	Secondary	Provide in-service on career and human development for staff.
		Provide career related group guidance activities to educators for classroom infusion.
		Train personnel to staff the career resource materials center.
		Provide in-service on the use of career assessment instruments.
	Vocational	Provide in-service for development of classroom group guidance activities.
		Provide in-service for educators situated in non-vocational schools pertaining to the vocational education programs.
		Provide in-service on interpretation and application of career assessment results.
		Conduct awareness activities for educators and community members pertaining to career and vocational education and development.
	Secondary and Vocational	Conduct in-services on working with school aged youth for non-school counselors and employment community representatives.
	Post-Secondary	Conduct awareness activities for 7-12 program counselors on student admission process.
		Provide in-service on predictive success methods for students entering post-secondary educational or training programs.
		Provide in-service on counseling skills application to post-secondary students.
		Conduct awareness activities for staff on their role in career development.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITIES
Employment Security	Administrators	Provide organization and management skill development sessions for all counselors.
		Provide in-service for development of consultative skills in agency personnel.
	Counselors	Provide in-service for all counselors on working with the non-school populations.
		Provide in-service on job placement program development and follow-through.
		Provide in-service on community resource identification and recruiting.
		Provide in-service on use of career assessment instruments with non-school populations.
		Conduct awareness activities and experiences on community business and industry for program personnel.
		Provide career development facilitative techniques for employment community representatives.
Vocational Rehabilitation	Administrators	Provide in-service on consultation skill development for agency counselors.
		Provide release time for agency counselors to attend other program related in-services.
		Provide in-service for other target population personnel on eligibility requirements and available services.
	Counselors	Provide skill development activities and sessions for working with special client groups for all counselors and educators.
		Provide consultative services for development of appropriate programs for special client groups for all counselors.
Federal Programs (All)	Counselors	Provide in-services on working with out of school youth.
		Provide in-services on working with adults.
		Provide in-services on identification of eligible clients.
		Provide in-services on job placement and follow-through program development.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITIES
Training Institutions (All Counselors)	Counselors Educators	Provide classes in life-long career and vocational development theories.
		Provide classes in program planning, development and implementation strategies.
		Provide increased emphasis on career assessment instrument identification and interpretation preparation.
		Provide workshops on consultative skill development.
		Provide classes on working with special client populations.
		Provide workshops and in-services on public relations strategies and techniques.
		Provide workshops and experiential activities on awareness of the employment environment.
		Provide supervised practicums and experiences in career and vocational counseling with all populations.
		Identify readings to assist counselors with self improvement and skill development in career related services.
		Provide in-services for staff and administrators on the counseling process and counselor competencies.

Support Responsibilities

AGENCY	PERSONNEL	SUPPORT RESPONSIBILITIES
Educational	All	Provide information on personal career development understanding to counselors.
		Participate in awareness and skill development activities necessary to assist with group guidance work.
Community Service Agencies	All	Provide activities to increase program personnel awareness of availability of community services to target population.
		Provide release time for employee involvement in career and vocational guidance and counseling awareness in-services.
Employment Community Representatives	All	Provide information on job skill requirements.
		Provide feedback on adequacy of client preparation.
		Provide opportunity for program personnel to explore community resources.
		Provide occupational opportunity and information to program counselors.
Youth Groups	All	Provide volunteers to assist with staffing of community career resource center.
Community Social Organizations		Provide assistance with program awareness campaign dissemination.

FUNCTION 5

TO DESIGN AND INCORPORATE EVALUATIVE METHODS TO DETERMINE THE EFFECTIVENESS OF THE CAREER AND VOCATIONAL GUIDANCE AND COUNSELING PROGRAM.

OBJECTIVES

To provide a system of ongoing evaluation for the provided services.

To encourage revision and upgrading of provided services.

To promote accountability of the program.

COMPETENCIES

Knowledge and skills in conducting and using research.

Knowledge and skills to conduct career follow-up and follow-through.

Knowledge and skills in collecting accountability information.

Knowledge and skills in evaluation and revision technique and strategies.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITY
Educational	Superintendents	Appoint a review and advisory committee to moniter school implementation of program.
	Principals Directors	Review reports from program personnel on student involvement and participation.
		Observe the operation of the school program.
		Assist with the inter-school evaluation process.
	County Guidance Directors	Select and develop evaluation instruments for county counselors.
		Regularly interact with and observe counselor performance of services.
		Develop a system of reporting the adequacy of individual school vocational guidance and counseling service provision to school administrators.
		Assist with the inter-school evaluation process.
		Identify exemplary school programs.
	Federal Programs Directors	Provide evaluation reports of projects to county schools, administrators and counselors.
		Assist with development of assessment devices.
		Participate in inter-school evaluation process.
	Job Placement Coordinators	Compile placement, performance rating and follow-through information for all placed clients.
		Provide individual schools with feedback on adequacy of student preparation.
		Observe the job placement services of the cooperating agencies.
		Inspect and evaluate placement records of schools and agencies.
		Obtain client reactions to placement services and follow-through assistance.
	Curriculum Specialists	Design evaluation materials for use with vocational guidance and counseling classroom curriculum.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITY
Educational	Elementary Counselors	Identify and/or develop instruments to measure knowledge of the world of work.
	Secondary Counselors	Identify and/or develop instruments to measure decision making skill, use of career information and job enhancement skill development.
		Compile records on career planning sessions and development of action plans.
		Compile information on job placements, post placement contacts and services, and client performance.
	Vocational Counselors	Observe and provide feedback for client on-the-job performance.
		Identify or develop instruments to assess job enhancement skill development.
		Compile information on job placements, post-placement contacts and services, client performance reports and employment community reactions.
		Design instruments to assess client knowledge and skills in the use of career information and resources.
		Provide student preparation and performance information to feeder schools.
	Post-Secondary Counselors	Identify and/or develop instruments to measure client knowledge of occupational skills and knowledge requirements.
		Provide feedback to feeder schools on preparedness of clients to identify and incorporate career information.
		Conduct in house evaluations on client perception of adequacy of services.
	Educators	Provide feedback on counselor competency in group guidance work.
		Evaluate appropriateness of career information curricular infusion.
		Provide feedback on in-service viability and incorporation of content material.
		Evaluate career information knowledge and skills of students.
		Evaluate job enhancement skill proficiency of students.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITY
Employment Security	Administrators	Interact with employment community representatives for feedback on client preparation.
		Evaluate participating agencies contributions to community program.
		Recommend population responsibility and services provision adaptations where necessary.
		Provide feedback on counselor performance.
	Counselors	Evaluate occupational preparedness of school program participants.
		Interact with job supervisors on client performance and competencies.
		Develop methods to determine client knowledge and skills in using occupational information.
		Assist with the evaluation of participating agencies' programs and services.
		Compile information on client placement and follow-through contacts.
		Compile log of program related activities for submission to evaluation committee.
		Cooperatively evaluate community job placement services.
		Evaluate counselor preparation and continuing education programs.
Vocational Rehabilitation	Administrators	Provide regular feedback on counselor performance.
		Assist with evaluation of community program.
		Interact with employment community participatns for client performance feedback.
		Recommend program revision of responsibilities and services where appropriate.
	Counselors	Evaluate program counselor skills in working with special client populations.
		Interact with employment supervisors for feedback on client performance.
		Compile information on services provided other community program agencies for submission to evaluation committee.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITY
Vocational Rehabilitation	Counselors	Evaluate counselor preparation and continuing education programs.
Federal Programs	Administrators	Provide feedback on cooperation of other community agencies.
		Evaluate counselor performance in providing community program services.
		Interact with employment community representatives for feedback on client performance.
	Counselors	Evaluate services provided by other program counselors.
		Obtain feedback from employment supervisor for client performance.
		Evaluate career information knowledge and use of clients.
		Evaluate job enhancement skill development of clients.
		Provide feedback on value of counselor skill development activities and training experiences.
		Evaluate school alternative education programs and results.
Community Service	Administrators	Provide information on referrals to and from community program guidance and counseling agencies.
		Assist with evaluation of program services to community residents.
		Provide feedback on community awareness of available services.
		Assist with evaluation of community program administration and management.
Employment Community Representatives		Evaluate client performance in on the job environments.
		Provide feedback on impact on program on job enhancement skill development.
		Evaluate counselor and administrator knowledge of the employment community.
		Assist with evaluation of community program administration and management.
		Provide recommendations of necessary program revisions for better skilled clients and counselors.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITY
		Assist in evaluation of interagency cooperation in the provision of services.
Training Institutions	Counselor Educators	Evaluate counselor responsibilities in the provision of program services.
		Evaluate community in-service programs.
		Recommend training needs and revision of program services and responsibilities.
Youth Groups		Provide feedback on value of program in career selection and planning.
		Recommend revisions in emphasis on program functions.
		Evaluate services in light of individual needs and expectations.
		Assist in the evaluation of interagency cooperation in the provision of services.
Community Social Organizations		Provide feedback on preparation of clients for career planning and selection.
		Evaluate availability of services to all community residents.
		Provide feedback on effectiveness of community awareness of services.
		Assist in evaluation of inter-agency cooperation in the provision of services.

FUNCTION 6

TO UNDERSTAND THE IMPACT OF STATE AND FEDERAL LEGISLATIVE AND EDUCATIONAL POLICY ON THE CAREER AND VOCATIONAL GUIDANCE AND COUNSELING PROGRAM.

OBJECTIVES

To identify sources for program funding.

To encourage local development and submission of grant proposals to acquire program funding.

To keep abreast of trends in educational legislation.

COMPETENCIES

Knowledge and skills in the identification and use of Federal and State publications.

Knowledge of Federal and State funding sources and processes.

Knowledge and skills in Grantsmanship.

Knowledge of Federal and State legislative processes.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITY
Educational	Superintendents	Support the submission of project proposals for acquisition of funds for the implementation of the school career and vocational guidance and counseling program.
		Inform other educational personnel on legislation which provides for or diminishes funding sources.
	Principals Directors	Inform school staff of funding sources and proposal guidelines.
		Appoint a committee to develop, write and submit career and vocational guidance and counseling proposals for funding.
	County Guidance Directors	Identify career and vocational guidance and counseling areas which require funding.
		Initiate and assist with the development of project proposals.
		Serve as director of funded projects.
	Federal Programs Directors	Identify available funding sources for educational and community administrators.
		Assist with development of project proposals for program related funding.
		Provide informaiton to counselors on legislative policy related to career and vocational guidance, counseling and education.
		Review grant proposals and assist with the revision before submission.
	Job Placement Coordinators	Develop and submit proposals for funding of community workstudy programs.
		Develop and submit proposals for provision of post employment counseling services.
		Develop and submit proposals related to the overall job placement program for additional staff and materials.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITY
Educational	Curriculum Specialist	Submit proposals for related curriculum materials.
	Counselors	Develop and submit porposals for career and vocational guidance and counseling materials.
		Develop and submit proposals for continuing education and professional development activities.
	Educators	Develop and submit proposals for curriculum materials.
Employment Security	Administrators	Develop and submit proposals for staff training and expansion.
		Review federal and state announcements and identify funding sources.
		Present program to appropriate legislative persons or committees to secure support.
	Counselors	Provide information regarding material and professional development needs to grant developers.
		Assist and submit proposals for workshops and seminars for all counselors.
Vocational Rehabilitation	Administrators	Seek legislative support for agency participation in the program.
		Identify federal and state funding sources.
		Develop and submit proposals for funding of consultative services.
		Allocate funds for professional development activities for program personnel.
Federal Programs	Administrators	Assist with grant proposal development.
		Provide community program personnel with information regarding funding sources.
		Develop and submit proposals for use of agency counselors in provision of community services.
	Counselors	Assist with the development of grant proposals.
Community Service	Administrators	Provide inforamtion regarding possible funding sources to community program personnel.

AGENCY	PERSONNEL	PRIMARY RESPONSIBILITY
Training Institutions	Counselor and Teacher Educators	Develop and submit proposals for professional development activities necessary to prepare community program personnel for provision of services.

Support Responsibilities

AGENCY PERSONNEL	SUPPORT RESPONSIBILITY
Employment Community Representatives	Support legislation which pertains to the community career and vocational guidance and counseling program.
Community Social Organizations	Contact appropriate legislative personnel and seek their support for career and vocational guidance and counseling legislation.

APPENDIX B

PROVISION OF SERVICE FUNCTIONS

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FUNCTION 1

TO DEVELOP A CAREER AND VOCATIONAL GUIDANCE AND COUNSELING PROGRAM GEARED TO THE MATURATIONAL, EDUCATIONAL, SOCIO-ECONOMIC AND CULTURAL LEVEL OF THE CLIENTELE TO BE SERVED.

OBJECTIVES

All community residents will have opportunity to receive appropriate career and vocational guidance and counseling services.

Specific programs will be developed to address the various needs of the divergent populations.

COMPETENCIES

Knowledge and skills in planning improved programs based on a developmental theory.

Knowledge and skills in developing improved programs.

Knowledge and skills in implementing improved programs.

Knowledge and skills in establishing program organizational procedures and patterns.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITIES
K - 6	Elementary Counselors	Coordinate the career and vocational guidance and counseling program.
7 - 12	Secondary Counselors	Coordinate the career and vocational guidance and counseling program in the secondary school.
	Vocational Counselors	
Post Secondary Students	Post Secondary Counselors	Coordinate the career and vocational guidance and counseling program for students in post secondary education.
	Vocational Rehabilitation Counselors	
Out of School Youth	Federal Programs Counselors	Coordinate the career and vocational guidance and counseling program for out of school youth.
	Employment Security Counselors	
Adult Education	Post Secondary Counselors	Coordinate the career and vocational guidance and counseling program for Adult Education participants at the college level.
	Vocational Counselors	
Adult	Employment Security Counselors	Coordinate the career and vocational guidance and counseling program for adults not enrolled in educational programs.
	Vocational Rehabilitation Counselors	Coordinate the career and vocational guidance and counseling program for eligible adults according to established requirements.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
7 - 12	Elementary Counselors	Serve as a resource person for other programs and program development. Provide information regarding matriculating student involvement with career and vocational guidance and counseling activities.
K - 6 PSS OSY AL	Secondary Counselors	Serve as a resource for other programs and program developers. Provide information regarding activities and in-school career and vocational guidance and counseling services. Assist with parent education classes. Assist with staffing of community career programs.
PSS OSY AL	Vocational Counselors	Provide referral assistance for other programs. Assist with staffing of community career program on a part-time basis. Serve as a resource person for other programs and program developers. Provide information on services available to the target populations.
AL	Post Secondary Counselors	Assist with the staffing of community program. Provide information to other agencies on available services. Serve as a resource person for developing programs for older clientele.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
K-6 7-12 PSS AdEd	Educators	Support development and infusion of career and vocational guidance programs into the schools. Assist with delivery of services. Provide class time for teaching-counseling process to occur. Provide feedback on student and personal reaction to program.
K-6 7-12 PSS AdEd	Superintendents	Support development of the program. Encourage use of facilities for the delivery of services. Allocate resources for acquisition of school materials. Encourage involvement of educational personnel in delivery system.
K-6 7-12 PSS AdEd	Principals Directors	Encourage staff participation in program. Assign non-counseling duties to non-counselors. Provide facilities for counseling and program related services.
K-6 7-12 AdEd	County Guidance Directors	Assist with development of school based programs. Organize and arrange for necessary skill development activities for delivery personnel and provide information regarding available county resources.
K-6 7-12 PSS AdEd	Federal Programs Directors	Identify exemplary programs. Assist with the acquisition of funding for initiation of programs.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
7-12 PSS OSY AL	Employemnt Security Administrators	Encourage use of existing facilities and services by non-serviced populations.
7-12 PSS AdEd	Employment Security Counselors	Provide information regarding available services to other agencies. Serve as a resource person for alternative education program development for educational agencies.
7-12 OSY AdEd	Vocational Rehabilitation Administrators	Provide opportunity for personnel to serve as resource persons to other agencies and populations.
K-6 7-12	Vocational Rehabilitation Counselors	Serve as resource persons for other population personnel for development or programs for special clients. Assist with identification of special clients.
7-12 PSS AdEd	Federal Programs Counselors	Provide information regarding availability of services to other agencies. Serve as a resource person for development of programs related to existing services.
All Levels	Employment Community Representatives Youth Groups Community Social Organizations Special Interest Organizations	Support the development of an active community career and vocational guidance and counseling program. Assist with the acquisition of demographic information necessary to structure the community program.

FUNCTION 2

TO FACILITATE SELF-UNDERSTANDING IN EACH INDIVIDUAL CLIENT.

OBJECTIVES

To provide opportunity for identification of personal characteristics.

To provide opportunity for interrelating self understanding with career interest and selection.

To encourage individual self exploration activities.

COMPETENCIES

Knowledge and skills in individual and group guidance and counseling.

Knowledge and skills to help clients in personal assessment.

Knowledge and skills to help clients learn about and explore career options.

Knowledge and skills to help clients acquire and practice career decision making skills.

TARGET POPULATIONS	PERSONNEL	Primary SERVICE RESPONSIBILITY
K-6	Elementary Counselors	Help each person to realize that each person has a unique set of characteristics through self-concept and self - understanding activities.
		Coordinate the acquisition of appropriate developmental materials.
		Assist students with identification of realistic role models.
		Provide individual and group guidance activities.
		Help parents to understand and encourage the career development process of their children.
	Elementary Educators	Provide students with curriculum and related learning experiences to ensure development of the basic concepts of work.
		Provide group guidance activities with assistance from the counselor.
		Provide experiences to help students increase their understanding of their own characteristics and interests.
7-12	Secondary Counselors Vocational Counselors	Provide individual and group guidance and counseling dealing with self-exploration, values, goals and characteristics.
		Enable each student to make use of available assessment tools and techniques in examining personal characteristics.
		Help each student to realize that each person has a unique set of characteristics and to appraise themselves realistically and fairly.
		Assist students with analysis and interpretation of their learning experiences for better understanding of self in relation to occupations and world of work.

TARGET POPULATIONS	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
7-12 (continued)		Enable each to make use of available assessment tools and techniques and "hands on" experience in examining personal characteristics.
		Help parents understand and encourage the career development process of their children.
	Secondary Educators Vocational Educators	Provide experiences to help students increase their understanding of their own capabilities, interests and possible limitations.
		Provide self-understanding group guidance experiences with assistance from counselors.
		Provide group guidance activities with assistance from the counselor to analyze and interpret their learning experiences for better understanding of self in relation to occupations and the world of work.
Post Secondary Students	Post Secondary Counselors	Provide individual and group counseling to assist students in realistic identification and appraisal of personal characteristics.
	Vocational Counselors	Enable students to make use of available assessment tools and techniques in examining personal characteristics.
		Assist students enrolled in particular programs to analyze and interpret their learning experiences for better understanding of self in relation to occupations and the world of work.
Out of School Youth	Employment Security Counselors	Provide individual and group counseling services to interrelate client personal characteristics with occupational interests and requirements.
	Federal Programs Counselors	Enable clients to make use of available assessment tools and techniques in examining personal characteristics.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Adult Education	Post Secondary Counselors	Provide individual and group guidance and counseling services to facilitate increased self-awareness of values, goals and characteristics.
	Vocational Counselors	Enable each student to make use of available assessment tools and techniques in examining personal characteristics.
	Secondary Counselors	Assist students enrolled in programs to analyze and interpret their learning experiences for better understanding of self in relation to occupations and world of work.
	Post Secondary Educators	Provide experiences to help students increase their understanding of their own capabilities, interests and possible limitations.
		Provide feedback on student skill development and relationship to success in the field for improved self-awareness of characteristics and abilities.
Adult	Employment Security Counselors	Provide individual and group guidance and counseling services for clients which relate skills and knowledge about themselves to occupational opportunity.
	Vocational Rehabilitation Counselors	Provide assessment and interpretive services and encourage clients to examine personal characteristics.
	Federal Programs Counselors (MANPOWER-CETA)	Assist clients with evaluation of personal characteristics and their own capabilities, interests and possible limitations.
		Assist clients in the use of available assessment instruments and techniques for examining personal characteristics.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
OSY AdEd AL	Elementary Counselors	Assist with development of activities related to value clarification, characteristic identification and aspiration identification of community center clients. Assist educators with the use of self-understanding activities in the classroom. Assist with the infusion of self-concept development activities in community center settings.
PSS OSY AL	Secondary Counselors	Identify appropriate self-understanding activities for target populations. Assist with private and group self understanding activities in the community center. Serve as a resource person for other agency personnel in development and use of self understanding activities.
OSY AL	Vocational Counselors	Assist with the application of self understanding information to available training programs. Identify appropriate self understanding activities and use of resulting information.
7-12	Post Secondary Counselors	Provide data pertaining to characteristics of students enrolled in a variety of post secondary programs. Assist counselors with development of predictor methods for increased application of self understnading information. Assist with the administration of appropriate assessment instruments.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
PSS AdEd	Employment Security Counselors	Assist with group guidance activities which enable students to relate self understanding to occupational opportunities. Provide counselors with information regarding worker characteristics for available job openings. Assist with the application and interpretation of available assessment instruments in the classroom.
7-12 PSS AdEd	Vocational Rehabilitation Counselors	Assist with the design of programs related to self understanding development in special needs students. Assist with the selection, application and use of assessment instruments with special needs students. Provide information regarding unique characteristics and needs of special client populations.
7-12 AdEd	Federal Program Counselors	Assist with self understanding activities for remedial level students. Provide information regarding application of assessment instruments for disadvantaged students. Assist with self understanding activities with students eligible but not selected to participate in agency programs.
K-6 7-12 PSS OSY	Youth Groups	Provide opportunity for members to develop skills and talents through structured activities.
All Levels	Community Social Organizations	Provide self awareness activities and opportunities for participation in a variety of activites.

FUNCTION 3

TO SELECT, ORGANIZE AND PROVIDE REALISTIC, COMPREHENSIVE, CURRENT, NON-STEREOTYPIC CAREER INFORMATION* AND RESOURCE MATERIALS AND FACILITIES.

OBJECTIVES

To establish a career resource materials center.

To provide services which develop career information acquisition skills in program participants.

To decrease the affect of stereotypic career expectations and encourage career selection based on interests, abilities, aptitude and aspirations.

COMPETENCIES

Knowledge and skills in designing, establishing, staffing and maintaining career centers.

Knowledge and skills in selection and presentation of non-stereotypic, updated career information.

Knowledge and skills in using paraprofessionals and appropriate technology.

Knowledge and skills in identifying and utilizing community resources.

Knowledge and skills in instructing clients on the personal use of career materials and resources.

* Career information refers to all occupational and educational information. Materials or activities which expand knowledge and understanding of the world of work and life style may be included in this interpretation.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
K-6	Elementary Counselors	Coordinate the identification and application of appropriate non-stereotypic and occupational information.
		Identify and coordinate the use of school and community resources needed to facilitate career guidance.
		Coordinate the development and use of a comprehensive, cumulative pupil data system that can be readily used by all pupils.
		Arrange student observation activities in on the job environments.
	Elementary Educators	Provide group guidance activities which provide occupational and career awareness.
		Assist counselors with teaching students skills necessary to acquire occupational information.
		Provide students with curriculum and related in and out of class activities which increase career awareness.
7-12	Secondary Counselors	Identify and acquire comprehensive current, non-stereotypic occupational, educational, and labor market information.
	Vocational Counselors	Coordinate the development and use of comprehensive, cumulative data system that is accessible to all students.
		Assist students with development of information acquisition and application skills.
		Organize an in-school career information and resource center.
		Provide opportunity for non-vocational students to observe and participate in vocational-technical activities, labs and classes.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
7-12 (continued)		Provide realistic comprehensive occupational information to students and staff based upon knowledge of work settings and worker and employer contact.
		Identify and publicize available vocational education and training opportunities.
		Identify and recruit employment community resource persons.
		Arrange observations and "hands on" activities for students to help them learn more about occupations and the world of work.
		Provide group and individual informational guidance activities.
		Assist students with identifying a wide range of occupations for which their training is applicable.
		Provide career exploratory experiences to help students gain an understanding of worker characteristics and worker requirements.
	Secondary Educators Vocational Educators	Provide group guidance activities with counselor assistance which increases student understanding of available career information and possible application.
		Provide students with curriculum and learning experiences which relates education and training to occupational awareness and career development.
		Assist students with the identification of a wide range of occupations for which provided training and instruction is applicable.
		Identify basic and academic skills and knowledge necessary for students to enter and succeed in the field.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
7-12 (continued)		Provide observation and "hands on" exploratory and experiential activities for all stuuents and staff including counselors.
		Provide group guidance activities which develop student skills in the acquisition of on the job career information.
Post Secondary Students	Post Secondary Counselors	Provide information and learning experiences which relate education and training to future employment consideration.
	Vocational Counselors	Identify and acquire comprehensive current non-stereotypic occupational, educational and labor market information.
		Conduct classes and seminars for student development of occupational and career information acquisition and application skills.
		Organize and manage an in-school or on-campus career resource center.
		Provide career information acquisition and applications training services in the community career resource materials center.
Out of School Youth	Employment Security Counselors	Provide comprehensive. current and non-stereotypic occupational and career information to clients.
	Federal Program Counselors (All)	Assist clients with development of career information acquisition and application skills.
		Arrange for observation and "hands on" exploratory and experiential work environment activities.
		Provide clients with basic and academic knowledge and skills information necessary to enter employment at a level consistent with their capabilities and expectations.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Adult Education	Post Secondary Counselors	Provide in-school comprehensive, current non-stereotypic educational, occupational and career information to students.
	Vocational Counselors	Provide group guidance activities which develop informaiton acquisition and application skills.
	Secondary Counselors	Identify and recruit employment community resource persons.
	Vocational Rehabilitation Counselors	Assist students wtih relating learning experiences to basic and academic knowledge and skills necessary to acquire and maintain employment.
	Post Secondary Educators	Assist students with relating educational and training experiences to occupational considerations and opportunities.
	Vocational Educators	Provide counselors with group guidance activities which develop career information acquisition and application skills.
		Identify and recruit employment community resource persons for in class involvement.
Adult	Employment Security Counselors	Provide comprehensive, current, realistic non-stereotypic career information to clients.
	Vocational Rehabilitation Counselors	Assist clients with the development of information acquisition and application skills.
	Federal Program Counselors (CETA, MANPOWER)	Provide observational and "hands on" experiences which increase awareness of worker requirements and occupational environments.
		Assist clients with selection of career information and participation in career exploration activities at a level appropriate to clients capabilities, interests and possible limitations.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
All Levels	Job Placement Coordinator	Provide appropriate career resource services which identify basic skills and knowledge necessary for available occupational opportunities. Identify and select realistic, comprehensive, current non-stereotypic resource material for the community career resource center. Assist with the development of observation and experiential occupational activities.
	Employment Community Representatives	Provide resource persons for school and community program involvement. Provide observational and experiential occupational locations. Identify and provide information pertaining to entry level skills and knowledge necessary to acquire employment in their respective fields.
Post Secondary Students Out of School Youth Adult Education Adult	Special Interest Organizations	Provide information acquisition and application skill development services. Provide referral services to the appropriate counseling agency.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
All Levels	Elementary Counselors	Assist with the development and staffing of the community career resource center.
	Secondary Counselors	Provide educators with occupational, educational and labor market information for classroom infusion.
	Vocational Counselors	
	Post Secondary Counselors	Design appropriate occupational exploration activities and materials for class and career center utilization.
K-6 7-12 PSS AdEd	Elementary Educators	Assist with the selection and infusion of career information appropriate to the ability levels of the students.
	Secondary Educators	
	Vocational Educators	Provide counselors with feedback regarding applicability of developed career information materials.
	Post Secondary Educators	Assist with the staffing of the community resource center.
K-6 7-12 PSS	Superintendents	Allocate funds for the acquisition of career information and materials.
	Principals Directors	Support the development of comprehensive career education programs.
		Support inservices for staff development of career information infusion and dissemination skills.
		Provide facilities for in school career centers.
		Provide release time for staff involvement with community career resource center.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
K-6 7-12 PSS AdEd	County Guidance Directors	Assist with the review and selection of available career information and resource materials. Acquire career information and resource materials for county use. Asssit with staff development in the use and infusion of career information and resource materials. Oversee counselor staffing of the career resource center.
K-6 7-12 PSS AdEd	Curriculum Specialists	Assist with the selection of career information materials applicable to existing curriculae. Assist with the selection of career information materials according to the ability levels of students.
PSS OSY AdEd AL	Employment Security Administrators	Allocate funds for the acquisition of career information and resource materials. Provide release time for personnel to assist with community resource center staffing.
7-12 PSS AdEd	Employment Security Counselors	Serve as a resource person to school programs regarding local occupational opportunities. Assist with the staffing of community resource centers.
K-6 7-12 AdEd AL	Vocational Rehabilitation Administrators	Allocate funds for the acquisition of career information and resource materials. Support counselor participation in the staffing of community career resource center.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
K-6 7-12 PSS OSY	Vocational Rehabilitation Counselors	Assist other agencies with selection of career information and resource materials for special clients. Serve as a resource person for group guidance activities. Provide other agencies with training and educational information for special clients. Assist with the staffing of the community career resource center.
7-12 PSS AdEd	Federal Programs Counselors	Provide information regarding client eligibility and selection to other agencies. Assist with the selection of career information and resource materials. Assist with the staffing of the community career resource center.
All Levels	Community Service Agencies	Assist with the acquisition of career information and resource materials. Refer clients to community career resource center. Provide facilities for the location of community career resource center.
K-6 7-12 PSS OSY	Youth Groups	Assist with the selection of career information and resource materials. Assist with the acquisition of career information and resource materials. Provide field trips to local industry for observation experiences. Assist with the staffing of the community career resource center.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
All Levels	Community Social Organizations	Provide speakers for group guidance career information activities. Assist with the acquisition of career information and resource materials. Assist with the staffing of the community resource materials center.

FUNCTION 4

TO DEVELOP AND IMPLEMENT STRATEGIES FOR THE INTEGRATION OF CAREER INFORMATION WITHIN THE TEACHING - COUNSELING PROCESSES.

OBJECTIVES

Students will be provided opportunity to learn about the world of work.

Teachers and counselors will work together to present appropriate career information to students.

Regularly scheduled career information and awareness activities will be conducted within the classroom.

COMPETENCIES

Knowledge and skills of curricular development.

Knowledge and skills in group guidance techniques.

Knowledge and skills in selection of appropriate career resource materials.

Knowledge and skills in planning for sequential student learning experiences in career development.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
K - 6	Elementary Counselors	Provide group guidance services in conjunction with classroom experiences.
		Identify and coordinate the use of school and community resources needed to facilitate career guidance.
		Develop a plan for sequential student learning experiences in career development.
		Identify and recruit resource persons from the employment community to assist with presentations.
		Coordinate the acquisition and use of appropriate occupational and career materials.
	Elementary Educators	Provide group guidance experiences with assistance from counselors.
		Provide students with curriculum and related learning experiences to facilitate career awareness.
7 - 12	Secondary Counselors	Coordinate the acquisition and use of appropriate occupational, educational and labor market information.
	Vocational Counselors	Identify and coordinate the use of school and community resources needed to facilitate career guidance.
		Develop a plan for sequential student learning experiences in career development.
		Arrange observation activities for students and school staff to help increase awareness of occupations and work settings.
		Asssit educators in designing appropriate occupational exploration activities for students.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
7 - 12 (continued)		Coordinate the evaluation of student learning experiences and consult with school staff on curriculum revision.
		Participate in planning and implementing a career education program.
	Vocational Counselors	Provide realistic educational and occupational information to students and staff based on knowledge of occupational fields and interaction with workers and work settings.
	Secondary Counselors	
		Assist educators in designing appropriate occupational information and exploration activities for students.
		Help staff plan for sequential student learning experiences in career development.
		Observe and evaluate classroom activities and suggest curriculum revisions.
		Identify and recruit resource persons in the employment community to assist in school program.
		Participate in planning and implementing a career education program.
		Provide group guidance activities with assistance from the counselor and resource persons relating class work to occupational and educational preparation.
	Secondary Educators	Provide students with curriculum and related learning experiences to insure development of basic concepts of work and the role of the worker in society.
		Provide career exploration activities to help students gain an understanding of worker characteristics and work requirements.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBLITY
7 - 12 (continued)	Vocational Educators	Provide group guidance activities with assistance from counselors to demonstrate relationship between class work and job requirements. Arrange observation activities for students and school staff to help them learn more about occupations and work settings. Identify skills and knowledge necessary to succeed in their occupational field. Assist students in identifying a wide range of occupations for which vocational training is applicable. Provide exploratory experiences in vocational classroom, labs and shops for students not enrolled in vocational training programs.
Post Secondary Students	Post Secondary Counselors Vocational Counselors	Provide realistic occupational and educational information to students and staff. Assist students with identifying a wide range of occupations or continued education programs for which their course work is applicable. Help staff plan for sequential student learning experiences in career development. Identify basic and academic skills and knowledge needed to succeed in educational and occupational fields for students. Assist students in identifying wide range of occupations for which their vocational instruction is applicable. Identify and recruit resource persons from the employment community for the school program.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Post Secondary Students	Post Secondary Educators	Assist students in identifying wide range of occupations or continued education programs for which their instruction is applicable.
	Vocational Educators	Identify basic and academic skills and knowledge needed for students to succeed in educational or occupational fields.
		Provide career exploratory experiences to help students gain an understanding of worker characteristics and job requirements.
		Provide group guidance activities with assistance from the counselor or resource person to increase awareness of training requirements and occupational opportunity.
		Refer students for career counseling.
Out of School Youth	Employment Security Counselors	Provide clients with information about available training and educational programs.
	Federal Program Counselors	Assist clients in identifying and relating learning and work experience to occupational opportunity.
		Provide career exploratory experiences to help clients gain an understanding of worker characteristics and job requirements.
		Provide career preparation experiences which will enable a person to enter and remain in the world of work.
		Coordinate the acquisition and use of occupational, educational and labor market information.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Adult Education	Post Secondary Counselors Vocational Counselors	Provide group guidance activities which demonstrate relationship between educational or training program and applicability to various occupations. Provide realistic educational and occupational information to students and staff regarding basic skills and knowledge necessary to succeed in occupational fields. Design appropriate occupational exploration experiences related to student course and training materials. Arrange observation activities for students and staff to learn more about occupations and work settings. Identify and recruit resource persons from employment community for classroom interaction. Coordinate the acquisition and use of appropriate occupational, educational and labor market information.
	Post Secondary Educators Vocational Educators	Provide group guidance activities with counselor assistance to demonstrate relationship between learning and job requirements to students. Provide career exploratory experiences to help students gain an understanding of worker characteristics and work requirements. Provide feedback to students on the applicability of course work and materials to future employment considerations.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Adult	Employment Security Counselors	Provide realistic educational and occupational information to clients.
	Vocational Rehabilitative Counselors	Identify basic skills and knowledge necessary to enter into and succeed in an occupational field.
	Federal Programs Counselors (CETA, MANPOWER)	Assist clients with the development of job enhancement skills necessary to acquire work.
		Provide clients with educational and training opportunity information.
		Arrange observation activities for clients to help them increase awareness of worker characteristics and job requirements.
		Provide for career preparation and skill acquisition experiences necessary to enter and remain in the world of work.
		Provide exploratory activities for clients in educational, vocational and employment environments.
		Arrange for group guidance activities with employment community resource personnel.
K-6	Curriculum Specialists	Develop curriculae which infuses career information into classroom activities.
7-12		
Post Secondary Students		Select career materials which are appropriate to the ability levels of the students.
Adult Education		Design a career education curriculum for the school programs.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
7-12	Elementary Counselors	Provide information regarding student involvement in elementary program activities. Assist with the development of career information packages. Assist with the development of a comprehensive career education program.
K-6 PSS AdEd	Secondary Counselors	Provide career information to other agencies appropriate to the level of the students. Serve as an information resource person to other school populations regarding educational and training opportunities. Assist with the development of a comprehensive career education program. Assist with the development of a career resource library.
OSY AL	Vocational Counselors	Develop information packages of available vocational training programs. Conduct group information acquisition and application sessions in the community career resource center. Assist with the development of career information paclages for the career resource library. Assist with the development of a comprehensive career education program.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
7-12 AL	Post Secondary Counselors	Serve as a resource person to educators and other counselors in designing appropriate occupational exploration experiences. Assist with the development of a plan for sequential learning experiences in career development for clients. Develop information packages on available training and educational programs at the home institution. Assist with the development of a comprehensive career education program.
K-6 7-12 PSS AdEd	Elementary Educators	Provide feedback regarding curricular revision to staff and administrators.
	Secondary Educators	Assist with the selection of appropriate career information applicable to the learning level of the students.
	Vocational Educators	Assist with the design and implementation of a career education curriculum.
	Post Secondary Educators	Assist counselors with the design of classroom career information infusion activities.
K-6 7-12 PSS AdEd	Superintendents	Support development of a career education program.
	Principals/ Directors	Provide materials for development of career information packages.
K-6 7-12 PSS AdEd	County Guidance Directors	Assist with the development of a comprehensive career education program. Identify sources of available career information and resource materials. Assist with development of career information curriculum infusion strategies and materials.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
K-6 7-12 PSS AdEd (continued)	County Guidance Directors (continued)	Support counselor involvement in the delivery of career information in class and group activities in the school and in the community career resource center.
7-12 PSS AdEd	Employment Security Administrators	Support use of agency personnel as information resource persons for classroom activities.
7-12 PSS AdEd	Employment Security Counselors	Serve as information resource persons for classroom activities. Assist with the selection and review of career information materials. Assist with the development of career information packages for program utilization. Assist with the identification of employment community resource persons for classroom involvement.
K-6 7-12	Vocational Rehabilitation Administrators	Support use of agency personnel as in-school information resource persons. Provide funds for career information and resource materials for agency use.
K-6 7-12 PSS AdEd	Vocational Rehabilitation Counselors	Serve as resource persons for classroom presentations. Assist with the development of career information packages for special needs students. Identify applicable materials which provide realistic career information for special needs students.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
7-12 PSS AdEd	Federal Programs Counselors	Provide information regarding eligibility requirements for student participation in agency programs. Provide information regarding materials applicable for use with minorities, under-educated or environmentally restricted students. Assist with the design of classroom career exploration activities.
All Levels	Employment Community Representatives	Identify available resource persons for career information and awareness presentations. Identify career exploration and observation sites in community business and industry. Review selected career information and resource materials for quality and accuracy. Assist with the development of career information packages for community career resource center.

FUNCTION 5

TO SELECT, ADMINISTER, AND INTERPRET APPROPRIATE CAREER ASSESSMENT INSTRUMENTS IN THE AREAS OF APTITUDE, ACHIEVEMENT, INTEREST AND CAREER MATURITY.

OBJECTIVES

To show relationship between results of the various instruments and their relationship to occupational clusters.

To provide students with data to facilitate self-understanding.

To assist with the identification of an individual's strengths and weaknesses and the relationship to occupational preference.

To assist students with the formulation of realistic career plans.

COMPETENCIES

Knowledge and skills to help clients in personal assessment.

Knowledge and skills to help clients clarify their values.

Knowledge and skills to help clients acquire and practice career decision making skills.

Knowledge and skills to help clients in goal setting and career planning.

Knowledge and skills in selecting appropriate career assessment instruments

Knowledge and skills in interpreting career assessment results.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
K - 6	Elementary Counselors	Interpret results of State-County Testing Program for students, teachers and parents.
		Provide individual and group guidance and counseling services relating academic and assessment information to self understanding of abilities.
	Elementary Educators	Administer the State-County Testing Program.
		Provide group guidance activities with the counselor to interpret results.
		Arrange for meetings with students and parents to discuss beneficial and detrimental academic tendencies.
		Provide opportunity for development of student interests.
7 - 12	Secondary Counselors Vocational Counselors	Select appropriate career assessment instruments such as interest inventories, aptitude, career maturity and achievement indicators.
		Determine the appropriateness of the instrument to the population to be assessed.
		Provide interpretive services in group and individual guidance and counseling sessions.
		Assist students in relating acquired data to worker characteristics and job requirements.
		Enable each student to make use of available assessment tools and techniques in examining personal characteristics.
		Identify basic and academic skills and knowledge necessary to enter and succeed in the fifteen occupational clusters and available training programs.
		Help each student to realize that each person has a unique set of characteristics and that realistic appraisal of these characteristics is important.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
7 - 12		Employ various assessment instruments as indicators and not determiners of student characteristics.
		Design a career assessment program so that all students receive comprehensive assessment services including administration, interpretation and application of appropriate information.
		Assist students in synthesizing accumulated career development experiences and assessment results to increase understanding of their own capabilities, interests, and possible limitations.
	Secondary Educators	Assist with administration of career assessment instruments.
	Vocational Educators	Provide group guidance experiences with the counselor for interpretation of assessment results.
		Identify basic and academic skills and knowledge needed by students to enter and succeed in their occupational field.
Post Secondary Students	Post Secondary Counselors	Select, administer and interpret appropriate career assessment instruments to interested students.
	Secondary Counselors	Provide individual and group counseling services which relate assessment results to increased understanding of capabilities, interests and possible limitations.
		Enable each student to make use of available assessment tools and techniques in examining personal characteristics.
		Identify basic and academic skills and knowledge needed by students to enter and succeed in an educational program or occupational field.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Out of School Youth	Employment Security Counselors	Select, administer and interpret appropriate career assessment instruments to clients.
	Federal Program Counselors (CETA,YEDTP)	Provide individual and group counseling services relating assessment results to better understanding of client capabilities, interests and possible limitations.
		Enable each client to make use of available assessment tools and techniques in examining personal characteristics
		Assist each client with a realistic appraisal of personal characteristics.
		Relate assessment results to information regarding possible entrance and success in training, educational or occupational programs.
		Identify basic skills and knowledge needed to enter and remain in the world of work at a level appropriate to client capabilities and expectations.
Adult Education	Post Secondary Counselors	Select, administer and interpret appropriate career assessment instruments.
	Vocational Counselors	Provide individual and group counseling services which relate assessment results to increased understanding of personal capabilities, interests, and possible limitations.
	Secondary Counselors	
		Provide information on basic skills and knowledge needed to enter and succeed in educational, training and occupational fields.
		Enable each student to make use of available assessment instruments and techniques in examining and appraising personal characteristics.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Adult	Employment Security Counselors	Select, administer and interpret appropriate career assessment instruments.
	Vocational Rehabilitation Counselors	Identify basic skills and knowledge necessary to enter and succeed in occupational, educational or training programs.
	Federal Programs Counselors (CETA, MANPOWER)	Assist each client in relating assessment results to self appraisal of capabilities interests and possible limitations.
		Provide information on relation of assessment results to entrance requirements and success possibilities in particular occupations.
		Conduct individual and group counseling sessions relating assessment results with client capabilities and expectations.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
All Levels	Elementary Counselors	Assist with the identification and categorization of appropriate career assessment instruments for use with the various populations.
	Secondary Counselors	
	Vocational Counselors	Assist with the scheduling and administration of the comprehensive career assessment program.
	Post Secondary Counselors	Cooperatively provide interpretive services in the community career resource center.
	Employment Security Counselors	Serve as resource persons to other agencies for selection, administration and interpretation of assessment instruments for particular populations.
	Vocational Rehabilitation Counselors	Review and evaluate existing career assessment instruments.
	Federal Program Counselors	Provide information on client and student results to other agency personnel.
		Assist with the development of a data bank which translates results into occupational cluster relationships.
		Conduct classes on the self utilization of results to students and clients in the related agencies and community career resource center.
All Levels	County Guidance Directors	Assist with the identification and selection of career assessment instruments.
		Organize a county career assessment schedule for administration of the instruments.
All Levels	Agency Administrators	Support involvement of personnel in inter-agency career assessment program.
	Superintendents	Provide funds for acquisition and scoring of assessment instruments.
	Principals Directors	Support development of a data bank system in the community career resource center.
	Employment Security	

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
All Levels (continued)	Vocational Rehabilitation	Provide facilities for administration of career assessment instruments.

FUNCTION 6

TO DEVELOP DECISION MAKING PROCESSES AND IMPLEMENT PROGRAMS DESIGNED TO FACILITATE CAREER DECISION MAKING FOR CLIENTS SERVED BY THE PROGRAM.

OBJECTIVES

Participants will be knowledgeable of the decision making process.

Participants will interrelate self-understanding and career information via decision making skills.

Participants will develop skills necessary to evaluate selected decisions.

COMPETENCIES

Knowledge and skills in program development, planning and implementation.

Knowledge and skills to help clients acquire and practice career decision making skills.

Knowledge and skills to help clients in goal setting and career planning.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
K - 6	Elementary Counselors	Develop and select activities designed to teach decision making skills.
		Identify and select materials appropriate to the development of decision making skills.
		Provide group guidance activities with assistance from the educators to include decision making practice sessions as a regular classroom activity.
	Elementary Educators	Provide opportunities within the curriculum for students to have decision making practice.
7 - 12	Secondary Counselors	Identify and select materials which develop decision making skills.
	Vocational Counselors	Develop guidance activities which relate decison making skills to career decision making.
		Provide individual and group counseling services which combine self understanding and career information through the decision making process.
		Assist students with the identification of educational and occupational preference and selection.
		Provide guidance activities which relate student understanding of personal characteristics to goal setting.
		Provide individual and group counseling sessions for the use of career decision making in career planning.
		Provide individual and group counseling services for evaluation of short and long term career decisions and plans throughout the school program.
	Secondary Educators	Provide opportunities within the curriculum for students to have decision making experiences related to educational and vocational planning.
	Vocational Educators	

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
7 - 12 (continued)		Provide group guidance experiences with assistance from the counselors to develop decision making skills.
		Provide opportunity for student evaluation of educational and career goals and plans.
Post Secondary Students	Post Secondary Counselors	Plan and conduct decision making classes and seminars.
	Vocational Counselors	Provide opportunity to relate self understanding and educational and occupational information through career decision making processes.
	Secondary Counselors	Provide individual and group counseling sessions in which realistic career goals and plans are formulated through developed decision making skills.
		Provide individual and group counseling services which enable evaluation of decision making skills and developed educational and career goals.
Out of School Youth	Employment Security Counselors	Evaluate existing decision making skills of clients.
	Federal Programs Counselors	Develop activities which teach improved decision making skills.
	Vocational Rehabilitation Counselors	Provide individual and group counseling services relating self understanding and occupational information with career preference and selection.
		Provide group guidance activities which relate decision making skills to to development of realistic career goals and plans.
		Provide opportunity for evaluation of career goals and plans.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Adult Education	Post Secondary Counselors	Provide individual and group guidance activities designed to develop decision making skills.
	Vocational Counselors	Provide individual and group guidance sessions relating decision making skills to career decision making.
	Employment Security Counselors	Provide evaluative services of career goals and plans.
		Provide individual and group counseling sessions relating self understanding and educational and occupational information to career preferences and selection.
		Conduct decision making skill development classes.
		Relate career decision making to formation of realistic career goals and plans.
Adult	Vocational Counselors	Evaluate existing decision making skills of clients.
	Employment Security Counselors	Provide individual and group guidance activities to assist in the development of decision making skills.
	Vocational Rehabilitation Counselors	Provide individual and group guidance activities relating decision making to career decision making.
	Federal Programs Counselors (CETA, MANPOWER)	Provide individual and group counseling sessions which relate self understanding and career information to occupational and career selection.
		Provide individual and group counseling sessions which relate career goals and planning to career decision making skills.
		Provide individual and group counseling and guidance services which enable clients to evaluate career goals and plans.
		Develop activities which provide opportunity for individual career decison making skill practice

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
All Levels	Elementary Counselors	Conduct individual and group decision making skill development sessions in the community career resource center.
	Secondary Counselors	Assist educators with the development of decision making activities for classroom infusion.
	Vocational Counselors	Cooperatively evaluate clients decision making skills in the community center.
	Post Secondary Counselors	Cooperatively provide decision making skill remedial services.
	Employment Security Counselors	Develop and select self help career decision making skills materials.
	Vocational Rehabilitation Counselors	Provide decision making skill development services to other community agencies and program participants.
	Federal Program Counselor	
All Levels	Administrators	Support the involvement of counselors in the provision of decision making skill development sessions.
	Superintendents	
	Principals Directors	Provide adequate funds and materials for the decision making skill development activities.
	Employment Security Administrators	
	Vocational Rehabilitation Administrators	

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
All Levels	County Guidance Directors	Identify and select decision making skill development materials. Organize community career resource center decision making skill development program. Assist with the development of school based decision making skill development activities. Assist with the training of program personnel in the use and development of decision making materials.
K-6 7-12 PSS AdEd	Curriculum Specialist	Provide curriculum materials for use by educators in classroom decision making activities. Assist with the selection of decision making materials.

FUNCTION 7

TO PROVIDE INDIVIDUAL AND GROUP GUIDANCE AND COUNSELING SESSIONS IN CAREER PLANNING.

OBJECTIVES

All participants will have opportunity to interact with trained, qualified professionals and develop career plans.

All participants will receive guidance and counseling services which facilitate self-understanding, career exploration and information, decision making, interpersonal and job enhancement skills on a regularly scheduled basis.

COMPETENCIES

Knowledge and skills in individual counseling.

Knowledge and skills in individual guidance.

Knowledge and skills in group counseling.

Knowledge and skills in group guidance.

Knowledge and skills to help clients in goal setting and career planning.

Knowledge and skills to help clients learn about and explore career options.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
K - 6	Elementary Counselors	Provision of individual and group guidance counseling sessions in career planning are not included. However, the self understanding, career awareness and decision making activities initiated in the elementary school program contribute enormously to the eventual career planning in the subsequent educational and community programs.
7 - 12	Secondary Counselors	Develop activities which prepare students for involvement in the career planning counseling session.
	Vocational Counselors	Provide guidance and counseling services in career planning to all students.
		Provide guidance and counseling services which facilitate individual formulation of career plans.
		Develop students skills in realistic self appraisal and goal setting.
		Provide guidance and counseling services so that students may evaluate and revise goals and career plans.
		Conduct classroom activities on goal setting and the planning process.
		Assist students in the exploration of alternative application of training program skills.
Post Secondary Students	Post Secondary Counselors	Provide entrance interview sessions for all students to identify goals and plans.
	Vocational Counselors	Develop counseling schedules so that all students have opportunity to participate in career planning sessions.
		Conduct seminars on goal setting and planning processes.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Post Secondary Students (continued)		Assist students with development of realistic self appraisal skills.
		Conduct program awareness activities which facilitate understanding of the counseling process.
		Organize a systematic program which provides counseling before decision periods are reached.
		Develop activities which develop self evaluation and revision skills in students.
Out of School Youth	Employment Security Counselors	Provide remedial services to prepare clients for planning sessions.
	Federal Programs Counselors (CETA, YEDTP)	Conduct evaluative sessions to determine client career development level.
		Assist clients with developing awareness of counseling strengths and limitations.
		Develop activities to facilitate self preparation for the counseling sessions.
		Conduct learning experiences in goal setting and the planning process.
		Assist clients with development of evaluative skills.
		Facilitate client responsibility for development of career plans.
		Develop counseling services schedules with each client and follow the agreed schedule.
Adult Education	Post Secondary Counselors	Develop student awareness of the counseling process.
	Vocational Counselors	Conduct classes on goal setting and planning processes.
	Secondary Counselors	Assist students in development of evaluative and revision skills.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Adult Education (continued)	Vocational Rehabilitation Counselors	Provide counseling services during scheduled time periods which are compatible with student ability to participate.
	Federal Programs Counselors (MANPOWER)	Develop self preparation activities for students interested in career counseling involvement.
		Conduct learning sessions on human and career development theories and processes.
Adult	Employment Security Counselors	Provide evaluative sessions to determine career development level.
	Vocational Rehabilitation Counselors	Conduct activities which facilitate awareness of the counseling process strengths and limitations.
	Federal Programs Counselors (CETA, MANPOWER)	Develop activities to increase awareness of goal setting and planning processes.
		Provide self preparation activities and experiences for clients engaged in the career planning sessions.
		Provide activities for evaluation and revision skill development in clients.
		Organize counseling sessions on a regularly scheduled basis.
		Engage in individual and group career planning - counseling sessions.
		Conduct activities to facilitate understanding of human and career development.
		Assist with the development of remedial prepatory activities for individual client involvement.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
All Levels	Elementary Counselors	Provide services to other agency staff which facilitate staff understanding of staff role in client preparation for the counseling process.
	Secondary Counselors	
	Vocational Counselors	Cooperatively provide individual and group guidance and counseling services in the community career resource center for career planning.
	Post Secondary Counselors	Provide services for increasing public awareness of the counseling process.
	Employment Security Counselors	
	Vocational Rehabilitation Counselors	
	Federal Programs Counselors	
K-6 7-12 PSS AdEd	Elementary Educators	Assist with the preparation of students for counseling by providing self understanding, career information and decision making skill activities in the classroom.
	Secondary Educators	
	Vocational Educators	Assist with the delivery of the career counseling process awareness program.
	Post Secondary Educators	

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
All Levels	Superintendents	Provide adequate staff and facilities to facilitate the career counseling of all students and clients.
	Principals/ Directors	
	Employment Security Administrators	Support the staffing of the community career resource center by agency counselors for counseling services.
	Vocational Rehabilitation Administrators	Reassign non-guidance and counseling related activities to other staff.
K-6 7-12 PSS AdEd	County Guidance Director	Observe and supervise counselor participation in career counseling sessions and activities.
		Schedule counselors for the community career resource center to provide services.
		Arrange for counseling skill development through in-services and workshops.
		Participate in the dissemination of information pertaining to the counseling process.
All Levels	Community Service Agencies	Provide referral services for clients so that they may obtain career counseling services.
		Assist with the provision of facilities for career counseling services.
7-12 PSS OSY	Youth Groups	Provide information regarding availability of career counseling sessions.
		Provide opportunity for counselors to disseminate information regarding the counseling process at meetings.
		Provide peer career counseling services for members.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
7-12 PSS OSY AdEd AL	Community Social Organizations	Provide referral information to community residents on availability of career counseling services.
	Special Interest Groups	Support the development of career counseling services within the community. Assist with the dissemination of information regarding the career counseling process.

FUNCTION 8

TO PROVIDE JOB PLACEMENT SERVICES AND FACILITATE DEVELOPMENT OF JOB ENHANCEMENT SKILLS NECESSARY TO SEEK, ACQUIRE AND MAINTAIN EMPLOYMENT.

OBJECTIVES

Participants will have access to job placement services.

Participants will have opportunity to learn and develop job enhancement skills.

The development of job placement services which include full-time, part-time paid and volunteer experiential and exploratory opportunity.

Paritcipants will be provided opportunity for pre and post placement guidance and counseling services.

COMPETENCIES

Knowledge and skills in program development, planning and implementation.

Knowledge and skills to help clients in career placement.

Knowledge and skills to conduct career follow-up and follow-through.

Knowledge and skills in identifying and utilizing community resources.

Knowledge and skills in client advocacy.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
K - 6	Elementary Counselors	There are no job placement responsibilities to the elementary population. Interpersonal skill develop activities will contribute to student preparation for later involvement.
7-12	Secondary Counselors	Coordinate secondary level job placement and job enhancement skill program.
	Vocational Counselors	Identify and develop classroom activitiy which develop skills necessary to acquire and maintain employment.
		Maintain job opportunity files for student reference.
		Contact employment community persons for job-placement and work study program participation.
		Provide pre and post employment counseling services
		Refer students to other appropriate agency programs.
		Organize a rotating on-the-job exploration program.
		Facilitate student interest in a wide range of occupational exploratory activities.
		Encourage student initiated job acquisition and exploration.
		Identify employment community job placement locations.
	Secondary Educators	Provide group guidance activities with counselor assistance on identification of job enhancement skills.
	Vocational Educators	Develop activities and assignments which enable students to practice job enhancement skills.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Post Secondary Students	Post Secondary Counselors	Identify occupational opportunities for students.
		Identify job placement sites.
	Vocational Counselors	Provide information and conduct seminars and workshops on job enhancement skill development.
		Provide pre and post counseling sessions for students.
		Encourage student experiential involvement in occupations related to career plans.
		Organize work-study, on-campus and in house occupational programs.
		Coordinate organization and administration of employer recruitment sessions and interviews for students.
		Evaluate effectiveness of career preparation activities for program accountability and revision purposes.
	Post secondary Educators	Infuse curriculum wth job enhancement skill practice activities.
	Vocational Educators	Provide group guidance activities with counselor assistance on identification of job enhancement skills.
Out of School Youth	Employment Security Counselors	Provide activities and experiences which develop job enhancement skills.
	Vocational Rehabilitation Counselors	Provide pre and post placement counseling services.
		Evaluate qualifications and identify realistic employment opportunities for clients.
	Federal Program Counselors	Refer clients to necessary remedial services for occupational preparation.
		Inform clients of job opportunities for experiential or exploratory purposes.
		Identify and recruit employment community supporters and placement locations.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Adult Education	Post Secondary Counselors	Provide classes in identification and development of job enhancement skills.
	Secondary Counselors	Provide information on experiential and exploratory occupational opportunities.
	Vocational Counselors	Provide job placement services to interested, qualified students.
		Provide pre and post placement counseling services.
		Identify employment community resource persons and placement locations.
		Provide career change counseling services.
	Post Secondary Educators	Provide opportunities for students to develop job enhancement skills.
	Vocational Educators	Provide group guidance activities with counselor assistance on job enhancement skill identification.
		Identify and include employment community resource persons in class presentations.
Adult	Employment Security Counselors	Facilitate job enhancement skill awareness in clients.
	Vocational Rehabilitation Counselors	Identify job placement locations for clients.
	Federal Program Counselors (CETA, MANPOWER)	Assist clients with selection of realistic occupational placement in relation to clients capabilities, expectations and possible limitations.
		Provide pre and post employment counseling services.
		Provide mid-career change counseling services.
		Identify remedial services necessary to prepare clients for placement.
		Assist clients with obtaining remedial skill services.

TARGET POPUALTION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
All Levels	Employment Community Representatives	Provide information on available occupational opportunities.
		Provide job sites for the placement program.
		Assist with the teaching of job enhancement skills.
All Levels	Job Placement Coordinator	Coordinate community placement program.
		Provide occupational opportunities information to students, clients and counselors.
		Identify and recruit job placement locations.
		Publicize job placement programs.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
7-12 PSS OSY AdEd AL	Elementary Counselors	Assist educational personnel with development and infusion of job enhancement skill activities.
	Secondary Counselors	Identify and develop job enhancement skill learning packages.
	Vocatioanl Counselors	Cooperatively assist with the development of individual agency and community job placement programs.
	Post Secondary Courselors	Provide information to program personnel pertaining to employment community resource persons.
	Employment Security Counselors	Cooperatively provide pre and post placement counseling services in the community career resource center for all clients.
	Vocational Rehabilitation Counselors	Conduct seminars for employers on expansion of client career awareness, role and responsibility.
	Federal Programs Counselors	
All Levels	Elementary Educators	Assist with the development of student interpersonal skills.
	Secondary Educators	Assist with the development of materials and activities for job enhancement skill awareness.
	Vocational Educators	Assist with the teaching of job enhancement skills.
	Post Secondary Educators	
All Levels	Superintendents	Support the development of related agency job placement programs.
	Prinicpals/ Directors	Support the involvement of related agency personnel in the delivery of job placement services.
	Employment Security Administrators	Provide funds and facilities for the development and acquisition of job enhancement skill materials.
	Vocational Rehabilitation Administrators	

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
All Levels	County Guidance Directors	Assist with the selection and development of job enhancement skill materials. Assist with the development of job placement programs. Conduct awareness sessions on the teaching and application of job enhancement skills for agency personnel.
7-12 PSS AdEd	Curriculum Specialist	Assist with the development of job enhancement skill materials. Provide information regarding infusion of job enhancement skill materials into existing curriculae.

FUNCTION 9

TO IDENTIFY THE UNIQUE CAREER DEVELOPMENT NEEDS OF SPECIAL CLEINT GROUPS AND PROVIDE PROGRAMS TO ASSIST IN THE ACQUISITION OF SKILLS AND KNOWLEDGE NECESSARY TO SATISFY THESE NEEDS.

OBJECTIVES

To provide integrated yet distinct services for special client groups such as women, minorities, handicapped and adults.

To familiarize program personnel with the uniques needs of special client groups and develop skills necessary to provide services.

To decrease discrimination related to sex, race and handicap.

COMPETENCIES

Knowledge and skills in program development, planning and implementation.

Knowledge and skills in working with girls and women.

Knowledge and skills in working with ethnic minorities.

Knowledge and skills in working with educatinally and physically handicapped.

Knowledge and skills in working with adults.

Knowledge and skills of role model development.

Knowledge and skills of selection and presentation of non-stereotypic career information.

Knowledge and skills in conducting in-service staff development experiences.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
K - 6	Elementary Counselors	Develop activities which assist students with role model identification based on interests.
		Conduct parent education activities to help parents understand their effect on their children's career development.
		Select occupation information which portray special client groups as successful participants.
		Conduct stereotypic awareness activities for students and staff.
		Refer special needs students for appropriate remedial services.
	Elementary Educators	Provide non-stereotypic role models in career information activities.
		Encourage equal treatment and development of respect for all students.
		Conduct stereotypic awareness activities for students.
7 - 12	Secondary Counselors	Develop non-stereotypic information and role models for students.
	Vocational Counselors	Provide support for students exploring and selecting non-traditional occupational fields.
		Facilitate career planning based upon student interests, capabilities, expectations and aspirations.
		Encourage students to conduct self evaluation of strengths and possible limitations.
		Conduct assertive and self-concept development activities for special groups.
		Develop and conduct a stereotypic awareness campaign for students and staff.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
7-12	Secondary Educators	Identify existing discriminatory practices.
	Vocational Educators	Encourage students to participate in programs suited to abilities and interests.
		Develop skills necessary to provide adequate services to special client groups.
		Develop curriculum which provide unbiased role models for all students.
Post Secondary Students	Post Secondary Counselors	Develop programs which assist student self-evaluation of capabilities, interests and possible limitations.
	Vocational Counselors	Provide encouragement and support for special students enrolled in non-traditional programs.
	Vocational Rehabilitation Counselors	Conduct assertive training workshops.
		Develop activities which prepare special students for discriminatory practices.
		Provide referral information for necessary remedial services.
	Post Secondary Educaotrs	Provide support for special students enrolled in the educational or training programs.
	Vocational Educators	Develop curriculae which are applicable to all students.
		Assist with the identification of stereotypic educational policies and methods for increased student awareness.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Out of School Youth	Employment Security Counselors	Assist with the evaluation of special clients competencies.
	Vocational Rehabilitation Counselors	Assist clients with identification of capabilities, interests and possible limitations.
	Federal Program Counselors	Provide referral information to clients for acquisition of remedial services.
		Provide individual counseling in self concept and career awareness development.
		Assist with client development of realistic career goals and expectations.
Adult Education	Post Secondary Counselors	Provide referral information for acquisition of remedial skills and services.
	Vocational Counselors	Encourage and support students enrolled in non-traditional educational and training programs.
	Secondary Counselors	Conduct assertive training workshops and classes.
	Vocational Rehabilitation Counselors	Provide opportunity for students to identify discriminatory practices.
		Assist with development of realistic career plans based on capabilities, interests and possible limitations.
		Develop awareness campaigns to inform special students of available services from other agencies.
Adult	Employment Security Counselors	Identify available remedial services.
	Vocational Rehabilitation Counselors	Participate in awareness campaign to publicize counseling opportunities for special clients.
	Federal Programs Counselors (CETA, MANPOWER)	Assist clients with realistic evaluation of capabilities, possible limitations, and occupational opportunities.
		Provide career counseling services to clients.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Adult (continued)		Provide information services to clients on appropriate training, remedial and educational programs. Conduct self-concept develop activities. Conduct assertive training activities.
All Levels	Community Service Agencies	Identify remedial services that are available to clients. Refer clients to appropriate counseling agencies. Assist with development of a public awareness campaign to identify eligible clients.
All Levels	Job Placement Coordinator	Identify training and counseling programs available to special client groups. Assist with identification of community employment opportunities for special client groups. Design on-the-job exploratory and experiential activities for special client groups.
All Levels	Special Interest Organizations	Provide referral services for eligible residents. Participate in public awareness campaign to provide information concerning available counseling services and programs.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
All Levels	Vocational Rehabilitation Counselors	Assist with the development of programs within other agencies to address the needs of special client groups. Provide information regarding characteristics, counseling methods and skills, and materials applicable to special client groups. Coordinate the community program for service provision to special client groups.
All Levels	Elementary counselors Secondary counselors Vocational Counselors Post Secondary Counselors Employment Security counselors Federal Programs counselors	Assist with the development of programs and services for special client groups. Develop skills and knowledge necessary to competently provide services to special client groups. Provide information to program agencies on availability of remedial programs and services within the community. Assist with the presentation of community activities for increased awareness of discriminatory and stereotypic practices.
All Levels	Elementary Educators Secondary Educators Vocational Educators Post Secondary Educators	Refer special needs students for career and vocational guidance and counseling services. Assist with the identification of special needs. Participate in stereotypic awareness activities. Assist with identification of special group employment community resource persons to provide role models and information services.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
All Levels	County Guidance Directors	Assist with the identification of counselor needs in working with special client groups.
		Assist with development of community awareness campaign.
		Assist with the development of skill enhancement activities for improving program personnel in working with special client groups.
All Levels	Federal Programs Directors	Assist with the acquisition of funds for special client group materials and facilities.
		Oversee program service provision in accordance with federal regulations.
All Levels	Employment Community Representatives	Assist with the identification of occupational opportunities for special client groups.
		Assist with the development of career information for special client groups.
		Provide resource persons for interaction with special client groups.
		Assist with the development of exploratory and experiential opportunities for special client groups.
K-6 7-12 PSS OSY	Youth Groups	Assist with the recruiting of special client group members for participation in activities.
		Provide opportunities for members to interact with and become more knowledgeable of special client group characteristics.
		Assist with the identification of stereotypic and discriminatory practices within the community.

TARGET POPULATION	PERSONNEL	SUPPORT RESPONSIBILITY
All Levels	Community Social Organizations	Participate in the community awareness campaign.
		Support the development of community programs for all residents.
		Provide role models for special client groups.
		Assist with the sponsorship of remedial services for special client groups.

FUNCTION 10

TO ASSIST CLIENTS IN THE IDENTIFICATION OF LIFESTYLE AND LEISURE ACTIVITIES AND THE IMPACT OF CAREER DEVELOPMENT AND SELECTION ON LIFE ROLES.

OBJECTIVES

To develop an awareness of career as a fusion of occupational as well as leisure activities.

To provide clarification of personal values, interests, aspirations and expectations and their relation to career development and selection.

To facilitate individuals' development and appreciation of leisure activities.

COMPETENCIES

Knowledge and skills in individual and group guidance counseling techniques.

Knowledge and skils to help clients clarify their values.

Knowledge and skills to help clients learn about and explore career options.

Knowleuge and skills in identification and presentation of comprehensive and current career information.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
K - 6	Elementary Counselors	Conduct group guidance activities to assist students in identifying interests.
		Identify career materials and activities which stimulate career awareness.
		Organize structured play activities for development of student interests and hobbies.
		Assist students with relating leisure experiences to career and occupations.
	Elementary Educators	Provide opportunity for studnets to express and develop academic and non-academic interests.
		Select recreational materials that stimulate creative or latent characteristics.
		Provide group guidance activities with counselor assistance that identifies career as work and leisure.
		Facilitate development of motor and intellectual skills applicable to life-long leisure activities.
7-12	Secondary Counselors	Provide group guidance activities in value clarification.
	Vocational Counselors	Assist students with identification of academic and non-academic interests.
		Identify and acquire comprehensive, realistic and current career information and resource materials.
		Encourage student participation in school and community extracurricular activities and programs.
	Secondary Educators	Provide opportunity for students to explore and develop interests and talents.
	Vocational Educators	Infuse curriculum wiht life style and career exploration materials.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Post Secondary Students	Post Secondary Counselors	Assist students with in-depth exploration of selected occupational areas.
	Vocational Counselors	Provide value clarification and prioritization services.
	Secondary Counselors	Assist students with evaluation of career plans in accordance with expressed values, interests, aspirations and expectations.
		Encourage development of and participation in extracurricular activities and organizations.
		Assist students with relating leisure activities to selected educational or training program involvement.
Out of School Youth	Employment Security Counselors	Provide experiences which clarify client values.
	Federal Program Counselors	Assist clients in relating values to present lifestyle.
		Provide opportunity for clients to observe actual employment environments and worker responsibilities.
		Provide counseling to facilitate realistic appraisal of characteristics, expectations and occupational opportunitites.
		Encourage participation in community organizations.
Adult Education	Post Secondary Counselors	Provide guidance and counseling services designed to facilitate value clarification.
	Vocational Counselors	Develop activities which enable students to relate present lifestyle to career goals and plans.
	Vocational Rehabilitation Counselors	Assist students with development and awareness of leisure activities.
	Federal Program Counselors (CETA, MANPOWER)	Encourage students to participate in school and community organizations.

TARGET POPULATION	PERSONNEL	PRIMARY SERVICE RESPONSIBILITY
Adult	Employment Security Counselors	Assist clients with identification of interests and values.
	Vocational Rehabilitation Counselors	Provide opportunity for observation of occupational environments and worker responsibilities.
	Federal Program Counselors (CETA, MANPOWER)	Facilitate the development of client interests and hobbies.
		Provide comprehensive current and realistic occupational information.
K-6 7-12 PSS	School Superintendents	Support intramural as well as inter-scholoatic programs.
	Principals Directors	Provide facilities and funding for student participation in school activities.
		Encourage community use of school recreational facilities.
K-6 7-12 PSS AdEd OSY	Youth and School Organizations	Organize clubs and activities for eligible participants.
		Develop activities which stress participation not performance.
		Assist with staffing of community programs.
All Levels	Recreation Coordinator	Sponsor community recreation programs and activities.
	Community Centers	Develop athletic and non-athletic experiences available to all residents at minimal cost.
		Coordinate and schedule use of community resources and activities.
	Community Social Organizations	Sponsor community picnics, fairs, socials, and clubs.
		Encourage participation by all members.
		Provide support and assistance for conducting community recreational activities.

TARGET POPULATION	PERSONNEL	SUPPORT SERVICE RESPONSIBILITY
All Levels	Recreation Coordinator	Assist other community agencies with the development of recreation and leisure program information.
All Levels	Employment Community Representatives	Provide information regarding interests, hobbies, life style requirements, occupational conditions and relationship of leisure activities to clients. Review and evaluate career information materials for accuracy of working and life style conditions.

APPENDIX C

THE MODEL SUPPLEMENTS
(Implementation Strategies)

The Ideal Model ---------- Page 170

The Transitional Model ---------- Page 176

THE IDEAL MODEL

In order for the Ideal Model to exist on a State-wide basis, all local programs must be implemented. The ultimate goal of the ideal model would be to provide comprehensive, longitudinal and developmental career and vocational guidance and counseling services to all residents. An assumption to this effect would be appropriate programs and services, adequately funded and staffed by trained professionals and assistants, complimented by planned facilities containing classrooms; individual and group counseling areas; extensive career information and resource materials library; modern equipment for the display of information, such as individual audio and video tape players and recorders, computer terminals, projectors and overheads; filing and shelf space and furnishings for using the materials. (An excellent model exists at the Mine Safety and Health Administration Academy in Beckley, West Virginia.)

To have a facility of this nature in each community would be ideal, if not somewhat impractical. For all residents to have access to such a facility is a realistic expectation and a major step in attaining the ideal model structure. Subsidization by the State would be a necessity when building or remodeling and developing the career centers are considered. The use of the community library staff and facilities could be a possibility. A section pertaining to career information and resource materials could go hand in hand with the proposed center.

Staffing within the centers is probably the most important aspect of the model. The number of practicing counselors at present is wholly inadequate to provide the services an ideal program demands. However, a set ratio of clients to counselors such as 500 to 1 for the 1.8 million residents is out of the question.

Some figures proposed and endorsed for the schools suggest a student/counselor ratio of 300-350 to 1. The ratio translates into the need for a total of 1,155 full-time school and vocational counselors to staff the school programs of an ideal model. This represents employment of 667 elementary counselors, 150 junior high school counselors and 312 secondary school counselors for a 350 to 1 student ratio to be attained. Of course, the counselors would be expected to provide program services on a full-time basis, with extraneous duties not related to counseling and guidance eliminated. However, since 1,248 elementary, junior high and secondary schools are in operation, and at least one counselor per school with increased numbers to attain the prescribed ratio in large schools is desirable, the total increases significantly for only an ideal staffing pattern to exist within the elementary and secondary levels of the overall model.

Services to post-secondary students could be planned on a higher student/counselor ratio, especially after the elementary and secondary programs are operational. Possibly a 500 to 1 ratio would be acceptable. Successful, comprehensive and effective career and vocational guidance and counseling programs and services in the years previous to post-secondary education and training may produce students who need less extensive and intensive assistance, particularly if self-help skills are fully developed. Counselors functioning as full-time counselors could be expected to provide services at the aforementioned 500 to 1 ratio, especially since all assigned students may not require equal levels of assistance.

The out-of-school youth population, while not entirely without services, is currently in a limbo of sorts. No agency really claims responsibility for, nor specializes in the problems and situations facing

the youth. However, programs within the years of mandatory educational attendance may significantly decrease the number of early leavers. Since, at present time, programs of the proposed type are not in operation, impact is difficult to determine. Yet the fact remains that the dropout problem and related social and economic hardships are a reality. The consortium staffing approach at a community based facility may serve as the best method of dealing with the problems of out-of-school youth. Possibly, because of the need for more counseling, training, placement and remedial service requirements, smaller caseloads must exist. The ideal program includes at least one counselor for every 150 clients in this instance. Since the out-of-school youth population and needs vary from community to community, the total number of counselors with primary responsibility for the population would be better determined by the community programs.

Adult education services are not so difficult to provide since the facilities used for the classes could also be incorporated for the guidance and counseling program and services. The ratio suggested for the post-secondary program of 500 to 1 could also apply for the adult education program. The minimum is one counselor per center or building where the classes are conducted. Although counselors trained in the manner suggested in the recommendations section of the Needs Assessment Report would be able to work with the adult education population, at least one counselor per community center should be trained and have primary responsibility for the program, with assistance, provided as needed, by other programs' personnel. If each county established a county-wide program available to all residents, a minimum of 55 full-time counselors would be employed. However, since adult education programs, enrollment and county populations differ significantly, the local program assumes

responsibility for providing adequate counselors based upon suggested client/counselor ratio. Meeting the needs of residents is the ultimate goal of the ideal program, not creating positions.

The ideal adult program is the most difficult to envision. A society of magicians would be necessary to meet the diverse needs of the adult populations. The program could begin as offering organized walk-in services to adult residents at the community career resource center. Alterations could be made depending upon the public response, the types of services needed, the length of client involvement on a regular basis, the available resources and other innumerable variables. Possibly one counselor for every 2,500 adult residents not served by other programs could be the reference point. Adaptations could naturally follow and full-time counselors employed by the program after more information becomes available on the needs of the participating adults. Again, the sharing of service provision, with possibly three full-time counselors per center assuming primary adult responsibilities, would be adequate staffing for the adult ideal program.

As far as implementation procedures are concerned, an obvious place to begin is in the schools. A comprehensive, developmental school program may influence all persons. The first phase is the establishment of programs in all schools. This means the hiring of counselors and the acquisition of materials. The elementary, secondary, post-secondary and adult education services may be provided concurrently, according to the availability of trained personnel. The longitudinal and developmental aspects indicate elementary and secondary programs developing simultaneously, followed by post-secondary and adult education.

The out-of-school youth and the adult programs are structured to compliment the school-based programs. A person receiving career and

vocational guidance and counseling services from early childhood through completion of formal education may possess the skills necessary to facilitate self-career development. The non-school programs could provide services to persons who require or desire additional assistance, such as mid-career counseling; reinspection of values, perceptions and priorities; crisis intervention; job adjustment and job dissatisfaction coping services; retraining opportunities and requirements; and, self-development activities. Again, the ideal allows such expectations; reality also permits similar prospects.

For the ideal to occur, both State and communities must cooperate. First of all funding, the eternal nemesis, must be adequate. Communities could provide necessary funds for facilities, materials and salaries beyond the State supplemental contributions. The State could develop regional assistance centers for special referrals and material needs, with a State sponsored career information clearinghouse. Technical advice in areas such as program development, staff training, personnel availability, staff certification, evaluation and appropriate application of funds could be included in the State role. Basically, the State ideal model would be to assist the counties in providing services, but the ultimate provision reverts back to the counties and communities. Therefore, while the ideal county and community model would be to apply the developed model program including all personnel, services and facilities, the State ideal program would be for all counties and communities to implement the proposed model in total.

The ideal community program is not fragmented, but a whole. The ideal program is longitudinal, existing from early educational involvement through post-retirement; comorehensive, providing appropriate services to all residents depending upon their needs; and, community

based, for flexibility and control of resource allocation to meet specific local needs and provide required services. Particulars of the ideal model include a well staffed program, with certified counselors versed in guidance and counseling theory and technique and possessing highly developed career and vocational facilitative skills; adequate clerical assistance, which is important for efficient organization; a community career resource center with current materials and equipment as described; and, administrators, knowledgeable of the program and the utilization of personnel and facilities in addition to supervisory and management skills. Much is expected, but the goals and requirements are always high when the ideal if the objective.

In closing, a parting comment. For an ideal to become the feasible, small inroads must first occur. While all persons, agencies, and communities stride forward in search of the ideal, reality does produce limitations and obstacles which must be worked through. Hopefully, one day the ideal will be realized, but at present, the small gains or no gains, intentions turned into action or ignored, cynicism or support, success and sometimes defeat should be viewed through the eyes of a persistent optimist, one who knows that beyond now, in the future, the ideal will become the expected.

THE TRANSITIONAL MODEL

The Transitional Model is related to two important and determining factors. The first factor is the present availability or accessibility of communities to funds, personnel, resources and facilities. The second factor is the needs of the people and the allocation of monies, energies and time to meet the needs. As with the Ideal Model, both State and local Transitional Models are interrelated and will be discussed jointly.

The first stage of the feasible model is to upgrade existing programs to better meet the expressed needs of local residents. In West Virginia, possibly to a greater extent than in other states, large differences exist between communities' needs and the resources available to satisfy the needs. Being a small rural State has disadvantages in that information exchange is limited to some extent, resident expectations seem related to local occupational options, many facilities need refurbished before the thought of building new ones is considered and many communities are too small for individual services agencies and training facilities to be provided in easily accessible locations. However, the smallness contributes to the opportunity to upgrade a greater percentage of programs since not so many exist.

In the first stage of improving services, additional training should be required and offered to all persons currently providing career and vocational guidance and counseling services. This could be accomplished through the county continuing education programs. Related to the improved training is the opportunity for personnel to utilize the skills on a full time basis. Maximum time investment for the provision of services to students and clients is on equal footing with developing better skilled personnel. Given the necessary skills and time, services will improve. Before the retraining of personnel and the redirection of energies occurs, the local needs should be

assessed so that the program may be tailored to address the needs. For the most part, the proposed model is designed to be implemented as developed; the extent of implementation determines whether or not a transitional or ideal model exists.

Once the local needs are established, training opportunities could be cooperatively developed by the State, training institutions, county administrators and personnel. Programs directed to meet the community needs incorporating upgraded skills and restructured time considerations would result in improved services. With the improved programs functioning more efficiently, the second stage begins, that being, development of new programs and provision of services to populations inadequately serviced. Currently, all populations are legitimate candidates; however, improving programs already in operation in schools and agencies should allow for the expansion of services and organization of other programs.

During stage two, the most notable expansion and probably the most influential for the derivation of long term benefits lies in the elementary schools. Early preparation and involvement with career awareness should result in improved student development. Also, being developmental in nature, the model demands a longitudinal approach, with the elementary school serving as a primary vehicle for initial self and subsequent career development. The hiring of elementary counselors to develop programs for the students and other educational personnel is a realistic demand, especially since most counties have additional professional position openings available and control the staffing selection. The use of the elementary educational years and trained personnel for facilitation of career development is a practical and potentially valuable aspect of the total model.

Provision of additional or at least some services to non-elementary or secondary students is also feasible. The variables in this instance are the

utilization of existing facilities, resources and personnel for walk-in service provision and the willingness of agencies to cooperate. Better trained personnel, experienced with various populations, could initially staff the program on a part-time basis. To accomplish the objective of expanded services, "flexitime" is a necessary and attractive alternative in the employment of counselors.

Flexitime implies the use of the same personnel in different work settings for various clientele. Overall, there is a small number of counselors currently employed. For instance, at the school level, there are 455 school and vocational counselors servicing a total of 1,248 buildings and 395,271 students in the early childhood/elementary, middle childhood/junior high, and adolescent/secondary levels. Further breakdown reveals 49 elementary counselors serving 233,518 students; 17 middle school and 102 junior high counselors serving 52,518 students; and 282 high school counselors serving 109,235 students. There are many schools without a counselor while in other situations a single counselor provides services to a combined junior and senior high or several elementary schools. Student/counselor ratio differs dramatically from school to school within counties as well as between counties.

Vocational rehabilitation counselors and employment security counselors are likewise victims of high client volume and inadequate assistance, time and resources. The vocational rehabilitation counselors, numbering 174 full and part-time counselors, carry active case loads of at least 115 clients from referral through the exit interview. Some counselors are designated part-time because of administrative responsibilities in addition to an active, though reduced case load. Special client counselors working with the blind, deaf and other related disabilities also are assigned reduced loads. However, 75 active clients per full-time counselor would be considered

more manageable and would increase opportunity for comprehensive service provision.

Employment security counselors are even fewer in number than the other counselors. A total of 18 counselors are currently employed throughout the State, with frequent case loads of 100 or more clients per month. In-depth, long term service is not possible, especially when the clerical work for each client is the responsibility of the counselor. Because of the nature of the service, a "call me when you need me" type of provision, the active case load varies from month to month. However, 75 clients at any one time would be considered a maximum case load if a counselor were to provide the types of services expected by the model.

A counselor working a standard 40-hour week could spend 32 hours in the employing agency, providing services to the primary populations. The other eight hours could be divided into two 4-hour shifts at the community center or an adult education location. In this manner, more residents could have access to the services; counselors become skilled in working with divergent populations; and home agencies and programs would not be forced to endure excessive hardship or reduction in services to the regular clients.

The 40-hour work week for counselors is also feasible, provided that the time is spent conducting guidance and counseling services. Full time counselors are as necessary as full time administrators, educators or other professionals. The needs assessment, recommendations and model constantly emphasize the need for appropriate application of counselor time for service provision to students and clients; further discussion of the topic in light of the results seems unnecessary.

The transitional model consists of two distinct stages. Stage one is the upgrading of existing programs and personnel skills. Stage two is related to the development of new programs and provision of services to

populations inadequately served. However, though the process appears to be only a two-step journey, upgrading calls for changing existing programs and the retraining of many established and practicing professionals after which the development of new programs will represent a minor undertaking when difficulties are compared. The explanation simplifies a complicated process which is necessary to obtain the ideal model. Commitment to change and improvement is a basic ingredient for advances to be realized.

Related to both stages one and two are the program functions. The inclusion of a discussion related to the program functions may support the belief that the "Comprehensive Community Model" is feasible and the transitional model may easily incorporate the various aspects of the proposed model. In light of this, program functions and possible methods of incorporating the included functions in the transitional model will be presented.

The acquisition of career information that is current, non-stereotypic and accurate is a feasible request. Many sources of information exist within each community. Other sources include the state and federal government, private business and industry, educators and counselors, the armed forces, clearinghouses, training and technical schools, colleges, and usually anywhere a person searches. The shiny, handcovered leather bound materials, while attractive, are not the only source of information and use of other sources saves money and allows personal inspection and selection to insure that the materials are adequate.

Fostering career development processes and strategy awareness in the community, schools and agencies for non-counseling and counseling personnel is also possible. Workshops, in-services and professional development activities are provided or may be developed in most settings. The purchase of a complete set of training modules for county offices by the Bureau of Vocational, Technical and Adult Education is also a distinct possibility.

The complete set consists of 53 modules, each one concerned with a career guidance competency and related staff development. The acquisition of the "National Consortium: Staff Development Resources" for $115.00 would be a wise investment. Counties could organize and sponsor workshops for staff encompassing the total spectrum of career and vocational guidance and counseling with tested and hign quality materials. Although each school could benefit from the addition of the complete set of modules, supplying at least one per county deserves serious consideration.

Institution of a career education program in the schools is also feasible. Even if limited to selected courses and schools, the initiation is considered to be a movement in a positive direction. A first step could be the infusion of career information packages into course work. The eventual development of numerous packages, tied to job clusters, would be a desirable and realistic result. Small gains lay the foundation on which to build the expanded program.

Job placement services and job enhancement skill development may begin forthwith. Many schools and agencies already provide placement services, especially the vocational and employment related schools and agencies. Other secondary schools could also provide services with a sharing of pre and post placement counseling services with participating agencies. The placement program also provides excellent opportunity for community involvement in the overall development of career awareness and skills by individuals.

More direct community involvement is anticipated in the job enhancement skill facilitation of students and clients. On-the-job experience is the preferred method of learning performance skills but awareness and development of skills related to job seeking and retention may be included in the program. Interaction with employers, class assignments, role playing and practice sessions are strategies that are effective and easily provided by schools,

agencies and the community.

Provision of services and the staff development of skills for special client populations is a realistic expectation. Since the passage of Public Law 94-142, The Education of All Handicapped Amendment, schools are required to provide services to all students in the least restrictive environment. Vocational training programs also come under the jurisdiction of the law. Therefore, all staff need exposure to and opportunity for the development of the skills required to competently provide services to special client groups.

Courses and workshops could be employed to provide necessary staff skills for assisting ethnic minorities, women, handicapped and adults with career development. With the current affirmative action stipulations in vogue, failure to provide services could result in reduced funding. Lack of services to special client groups detracts from the attempt to institute a comprehensive program. Although the training and retraining of personnel to provide services is an extended goal, the initiation of skill development and awareness activities for all staff would be a positive and required step for the model to exist.

Another area of importance in the model is the use of career assessment instruments. The available interest inventories, aptitude test batteries, maturity measurement devices and related materials are not being sufficiently utilized in many programs. A standardized career and vocational assessment program for all school students and clients could be a method of providing increased information to persons involved and concerned with career development, namely, students or clients and the service providers. The proper use of the instruments is important, from selection through the eventual application of the results, so periodic workshops and in-services would be a feasible method of improving staff knowledge and skills in working with the assessment materials. The initiation of a series of training sessions, with mandatory

attendance and competency evaluation for personnel directly involved with career and vocational guidance and counseling programs is plausible.

The provision of individual and group counseling for all students and clients on a regular basis to assist with career planning is also possible. With the assistance of other personnel in preparing students and clients for counseling, counselors could increase counseling time. Of the activities deemed important and desirable, counselors, more so than other personnel, are those persons trained to provide competent counseling services. No other administrator, teacher or business person provides counseling; advice and guidance possibly, but skills and knowledge of the counseling process, unless trained, is unlikely. Counseling facilitates human growth and development and may be beneficial to all persons; the most unique skill counselors possess is the ability to counsel, and is an important function of the program. To be consistent with other aspects of the model, the utilization of resources in the most efficient manner also includes the opportunity for students, clients and the counselor to participate in the counseling process.

The transitional model is the proposed model, adapted to fit the needs of the communities, schools and agencies. Resources and the willingness to cooperate are the variables which control the extent to which the model is implemented. All that is necessary for the model to become a reality in the community is for expanded pre and post service training of counselors and other personnel; a commitment to effectively and efficiently utilize resources including personnel, facilities and time; and the cooperation between agencies and the community to develop staff and manage the program. Given adequate resources, the model is feasible on both local and State levels with little additional expense.

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